

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Centers for International Business Education**

**CFDA # 84.220A**

**PR/Award # P220A180002**

**Grants.gov Tracking#: GRANT12637427**

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180002

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/01/2018

4. Applicant Identifier:

Gaspar 1806001

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Texas A&M University

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

746000531

\* c. Organizational DUNS:

0202718260000

### d. Address:

\* Street1:

400 Harvey Mitchell Parkway South

Street2:

Suite 300

\* City:

College Station

County/Parish:

Brazos

\* State:

TX: Texas

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

77845-4375

### e. Organizational Unit:

Department Name:

Mays Business School

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Julian

Middle Name:

E.

\* Last Name:

Gaspar

Suffix:

Ph.D

Title:

Clinical Professor

Organizational Affiliation:

Texas A&M University

\* Telephone Number:

979-847-8754

Fax Number:

\* Email:

jgaspar@mays.tamu.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-051418-001

\* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

### 13. Competition Identification Number:

84-220A2018-1

Title:

Centers for International Business Education 84.220A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Center for International Business Studies, Texas A&M University Grant Application for the Centers for International Business (CIBE) Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant TX-017

\* b. Program/Project TX-017

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 10/01/2018

\* b. End Date: 09/30/2021

**18. Estimated Funding (\$):**

* a. Federal	1,227,720.00
* b. Applicant	1,274,625.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,502,345.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name: David

Middle Name:

\* Last Name: Hollingsworth

Suffix:

\* Title: Director, Contracts and Grants

\* Telephone Number: 979-862-6777 Fax Number: 

\* Email: srs-awards@tamu.edu

\* Signature of Authorized Representative: Elizabeth Johnston Vasquez \* Date Signed: 06/01/2018

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Texas A&M University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	147,078.00	151,204.00	157,838.00	162,216.00	0.00	618,336.00
2. Fringe Benefits	43,467.00	44,159.00	45,488.00	46,225.00	0.00	179,339.00
3. Travel	21,500.00	21,500.00	18,000.00	18,000.00	0.00	79,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	9,566.00	7,618.00	13,655.00	6,040.00	0.00	36,879.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	41,500.00	29,000.00	26,500.00	29,000.00	0.00	126,000.00
9. Total Direct Costs (lines 1-8)	263,111.00	253,481.00	261,481.00	261,481.00	0.00	1,039,554.00
10. Indirect Costs*	21,049.00	20,279.00	20,919.00	20,919.00	0.00	83,166.00
11. Training Stipends	22,500.00	27,500.00	27,500.00	27,500.00	0.00	105,000.00
12. Total Costs (lines 9-11)	306,660.00	301,260.00	309,900.00	309,900.00	0.00	1,227,720.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2015 To: 08/31/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS, Shon Turner, 214-767-3261

The Indirect Cost Rate is 48.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Texas A&M University	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	169,491.00	174,275.00	179,203.00	184,278.00	0.00	707,247.00
2. Fringe Benefits	46,595.00	47,397.00	48,225.00	49,078.00	0.00	191,295.00
3. Travel	0.00	9,000.00	3,000.00	3,000.00	0.00	15,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	216,086.00	230,672.00	230,428.00	236,356.00	0.00	913,542.00
10. Indirect Costs	17,287.00	18,454.00	18,434.00	18,908.00	0.00	73,083.00
11. Training Stipends	72,000.00	72,000.00	72,000.00	72,000.00	0.00	288,000.00
12. Total Costs (lines 9-11)	305,373.00	321,126.00	320,862.00	327,264.00	0.00	1,274,625.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Elizabeth Johnston Vasquez	Director, Contracts and Grants
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Texas A&M University	06/01/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="n/a"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="n/a"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Centers for International Business Education"/>  CFDA Number, if applicable: <input type="text" value="84.220"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Elizabeth Johnston Vasquez"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="David"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Hollingsworth"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Contracts and Grants"/> Telephone No.: <input type="text" value="979-862-6777"/> Date: <input type="text" value="06/01/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

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**General Education Provisions Act (GEPA)**  
**Section 427 of GEPA**  
**Texas A&M University**

The TAMU System, Texas A&M University and TAMU's Center for International Business Studies (CIBS) have taken strategic measures for many years **to overcome barriers and to provide equitable access and participation regardless of gender, race, national origin, color, religion, disability, age or veteran status** *(a special category at Texas A&M University)* for all CIBE Activities. We are also an equal opportunity, affirmative action employer and are strongly committed to the hiring and selecting staff and faculty, graduate and undergraduate students, and other participants in its programs, both academic and outreach, without reference to or consideration of race, color, national origin, gender, age or disability.

For the 2018-2022 *Activities*, CIBS will take strategic steps to overcome barriers and to promote and solicit students, faculty, and executives that may be under-represented due to gender, race, national origin, color, disability or age, as noted under the Department of Education's General Education Provisions Act (GEPA). CIBS will develop special promotional materials and presentations to advertise its programs to targeted under-represented populations in Texas (Hispanics, African-Americans, women, disabled, veterans, and non-traditional students) via website and social media (Facebook, Twitter, etc.) as well as brochures, postcards, podcasts, and targeted emails. CIBS will continue to include under-represented professionals on its Advisory Council as well as under-represented professionals as speakers in many of their programs, to gain diverse perspective and to promote them as role models for others. CIBS will ensure that all information on the CIBE website is accessible to, and usable by all regardless of disability. All participants of CIBE programs will have access to the services of the Texas A&M University Adaptive Technology Services (ATS) which provides adaptive services for those with

disabilities such as audio books, book scanning adaptive software/hardware, and many others. Texas A&M will also provide interpreter services for students and non-academic programs or events upon request.

In order to overcome access and participation barriers, the CIBE initiative has developed a number of *Activities* that have been specifically designed to assist under-represented populations (*A1: Regents Scholars Certificate of Achievement in Sustainable Business in South Africa; A2: IB Immersion – Focus on China and other Emerging Economies of the 21<sup>st</sup> Century; A5: Global Living & Learning Community; A7: Mays Global Ambassadors; A8: Model arab League; A10: Summer Culture and Language Institute for Statewide and Regional MSIs; A12: Student Organizations: IB, Culture and Networking; A24: Effectiveness of Offering IB Certification Utilizing MOOCs; A27: Globalizing Business Education of Minority-Serving Institutions and Community Colleges; A28: Domestic- Faculty/PhD students FDIB and Language Programs; and A29: Overseas –FDIB Programs*).

Texas A&M University (TAMU) will continually seek and take ***strategic action to overcome barriers*** and to provide full access, fair treatment, and participation in its *Activities* in full accordance with the Department of Education's *General Education Provisions Act (GEPA)*. Through these actions the TAMU will bring about greater access and participation by men and women coming from under-represented groups in all TAMU CIBE *Activities*.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Texas A&M University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Julian"/>	<input type="text"/>	<input type="text" value="Gaspar"/>	<input type="text" value="Ph.D"/>

Address:

Street1:	<input type="text" value="Center for International Business Studies"/>
Street2:	<input type="text" value="Mays School of Business - 230 Wehner"/>
City:	<input type="text" value="College Station"/>
County:	<input type="text" value="Brazos"/>
State:	<input type="text" value="TX: Texas"/>
Zip Code:	<input type="text" value="77842-4116"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="979-847-8754"/>	<input type="text" value="979-845-1710"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

[Add Attachment](#)

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[View Attachment](#)



## ABSTRACT

**Center for International Business Studies, Texas A&M University**  
**Grant Application for the Centers for International Business (CIBE) Program**  
*Dr. Julian Gaspar, Executive Director ([jgaspar@mays.tamu.edu](mailto:jgaspar@mays.tamu.edu))*

The proposed Texas A&M University (TAMU) CIBE program will contribute to increasing U.S. global competitiveness by training American business/non-business students, faculty, and executives especially of minority groups to understand foreign cultures and business practices, to perceive and grasp overseas marketing and investment opportunities, to overcome language barriers, and to expand global business career opportunities of students through international internship and work-study experiences. ED funding is requested in this proposal to enable TAMU's Center for International Business Studies (CIBS) to advance its role as a state, regional and national resource for U.S. global competitiveness with 33 innovative *educational, research, and outreach CIBE Activities* for the 2018-2022 period.

The strength of CIBS stems from its integration into the structure of one of the nation's largest and best business schools (Mays Business School) and the programmatic and financial synergies gained from effective partnerships with the Bush School of Government and Public Service, the Colleges of Liberal Arts, Agriculture, Education, and Engineering. CIBS has also built active collaborations and strategic alliances with TAMU System Schools (some are Minority Serving Institutions -MSIs), the Southern Association of Colleges and Schools (SACS w/MSIs) in 11 southern states, other U.S. universities, foreign business schools, professional associations, MNEs, and federal and international agencies to expand international opportunities for students. All of these resources will be utilized in CIBS's efforts in the next four years to accomplish the goals of HEA-Title VIB federal legislation authorizing CIBEs, the two competitive as well as one invitational priorities, and to meet the international education and job needs of the **state, region and nation**. CIBS management team has designed an innovative project and evaluation process organized to accomplish those fundamental education, research, and outreach objectives by implementing 33 strategic *Activities* that will achieve the following highly significant outcomes:

- ☐ *Interdisciplinary certificate programs devoted to international business studies across graduate and undergraduate curricula: certification that combine foreign language, cultural, geopolitical & economic aspects of contemporary global business, as well as international work and field study; and curriculum that infuses the international dimensions of accounting, information systems, operations, supply chain, finance, corporate strategy, management, and marketing, as well as other courses.*
- ☐ *Language studies/immersion in less commonly taught (LCTL) and traditional, that equip students and business community to overcome cultural barriers and contribute to U.S. global competitiveness.*
- ☐ *Study abroad, student exchange, and internship/work-study programs with over 40 partner business schools worldwide to allow TAMU students expand employment opportunities in international business.*
- ☐ *IB Research conducted by accomplished scholars and doctoral students concerning significant issues pertaining especially to emerging market economies, innovation, American economic competitiveness, global business strategies, and pedagogical studies that will advance the nation's international business education.*
- ☐ *Outreach activities that respond to the globalization needs of business professionals, teachers in public schools, and professors at community colleges and other universities in Texas, SACS, and nationally.*
- ☐ *International education, research, and outreach training to advance globalization efforts of minority-serving institutions, Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSI), and community colleges to narrow the IB education gap between these institutions and the rest.*
- ☐ *Use of digital technology and academic research to develop current and cost-effective IB e-textbooks as well as hard copy IB textbooks that facilitate and expand international business education and training.*

The 2018-2022 TAMU CIBE program will have a significant impact on students, faculty and executives in Texas, the Southern U.S. and across the nation and will serve as a model for international business collaboration/education/training of Minority-Serving Institutions.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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#### **I. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE**

##### **A. TEXAS A&M UNIVERSITY'S STRENGTHS AND CIBE PROGRAM OBJECTIVES**

###### **1. STRENGTHS OF TEXAS A&M UNIVERSITY (TAMU)**

Texas A&M University's Center for International Business Studies' request for CIBE program funding during the 2018-2022 period is based on its demonstrated in-depth strengths, its record of significant accomplishments, its comprehensive institutional resources, and its strategic vision of advancing the world's prosperity that will enable it to strengthen international business (IB) education within Texas A&M University, the State of Texas, the Southeastern United States and the nation to enhance U.S. global competitiveness in an uncertain, but highly integrated global economy. The Center for International Business Studies (CIBS) serves as a local, regional, and national resource center in its role as a CIBE fulfilling the mission of its federal authorizing legislation, Sections 611 and 612 of Title VIB of the Higher Education Act of 2008, with cutting edge activities that strategically strengthen the foundation of U.S. international business education, training and research. The 33 education, research, and outreach *Activities* proposed for 2018-2022 will significantly advance U.S. economic competitiveness. CIBS, which is one of the *Centers of Excellence* at Mays Business School (Mays) will implement these CIBE *Activities* in collaboration with: Centers and Departments of Mays, interdisciplinary academic and administrative units of Texas A&M University (TAMU), other TAMU System Minority Serving Institutions (MSIs), the Southern Association of Colleges and Schools (SACS), overseas partner institutions, other U.S. universities, Texas educational institutions, and public/private trade/professional organizations.

TAMU is distinctively designated as a land-grant, sea-grant, and space-grant university, a member of the prestigious Association of American Universities, and is regarded as one of the best public universities in the nation (**Sup-4: Resources TAMU**). The knowledge, resources, and

facilities of TAMU attracted over \$866 million of funded research in FY2015. And the University was ranked 16 as a *NSF Top 30 Academic Research Performer*. Mays (**Sup-5: Resources Mays**) is ranked 20<sup>th</sup> among undergraduate public business schools (*U.S. News & World Report*, 2018) and 7<sup>th</sup> among public U.S. MBA programs (*Forbes*, 2017). The University's 5200-acre campus is home to more than 68,000 full-time students with over 5,000 enrolled at Mays Business School.

Internationalizing that many students creates both challenges and opportunities, with success in doing so yielding huge regional and national dividends. More than 540 companies actively recruit Mays students and Mays graduates do business in every major market in the world. Further, a large student body necessitates a large faculty, and TAMU's faculty is both large (~2,800 for entire university and 215 for Mays) and excellent in breadth and depth of scholarly abilities. Since a high level of demonstrated scholarship is necessary for success at Mays, an abundance of research talent is available for international initiatives. CIBS collaborates with a number of TAMU colleges (**Sup-6: CIBS University-wide Collaboration & Impact**) – including the Colleges of Agriculture, Education, Engineering, Liberal Arts and the Bush School-- as part of its *strategy to achieve the objectives of the TAMU CIBE program* (**Exhibit-1: TAMU CIBE Program Achieves the Objectives of the Federal Statutes and Program Priorities**) page 29. The talents and international network of their faculties as well as their extensive international education, research and outreach activities will provide strong support for the CIBE program (**Sup-24: Resumes, Editorial Positions and IB Research**). Another important institutional linkage is the George Bush School of Government and Public Service, the Presidential Library, and the Bush International Conference Center. The International Affairs Department of the Bush School includes a large number of faculty with extensive expertise in international affairs and area studies to facilitate interdisciplinary studies with Mays.

TAMU is the flagship institution (**Sup-7: TAMU Texas-wide Collaboration & Impact**),

in a state-wide network of 11 academic institutions and an overseas campus in Doha, Qatar that collectively comprise the Texas A&M University System (TAMUS). The Qatar campus, established in 2003, provides the TAMU CIBE an opportunity to expand Middle East- related area studies, research, Arabic language classes and immersion programs. The 11- university network allows the TAMU CIBE to reach every corner of the state and to extend the benefits of its programs to groups often under-represented in such initiatives. Particularly important are the TAMU CIBE's cooperative programs with TAMU-Corpus Christi (39% Hispanic) and the historically-black TAMU-Prairie View (87% African-American). These institutions will provide the TAMU CIBE special opportunities to advance new IB initiatives for Minority Serving Institutions (MSIs).

TAMU also has long-term access to three overseas study centers (Hacienda Santa Clara, Mexico; Santa Chiara, Italy; and San Carlos, Costa Rica) that serve as strategic resources for CIBE programs. They offer housing, classrooms, videoconferencing, and telecommunications infrastructure to allow TAMU faculty and students to immerse themselves and learn first-hand about cultural, political, and economic environments of U.S. trade partners and also develop linkages with local business, government, and academic institutions. Each Center is linked to the TAMU System universities via the Trans-Texas Video Network (TTVN) system, allowing business and university leaders from these countries to serve as guest lecturers in TAMU classes. The three centers provide students the opportunity to study, travel, and learn firsthand about regional business, language and culture and they also serve as research facility for faculty and doctoral students. The Costa Rica Center provides students the opportunity to study on-site courses focused on environmentally sustainable business practices, EcoBusiness entrepreneurial opportunities, and business and cultural practices of Latin America.

TAMU attains regional (Southern states) synergies and efficiencies since the university is part of the Southern Association of Colleges and School (SACS) (**Sup-8: Texas A&M Regional**



**Collaboration & Impact).** CIBS has also formed strategic alliances with other U.S. universities, national and regional educational institutions (including Bryan, Texas-based Blinn Community College), government agencies (Dallas SBDC, USDOC, USDA, EU Consulates in Houston, Dallas Canadian Consulate, etc.), trade/professional organizations (NASBITE, Dallas and Houston/Austin District Export Councils, etc.) and National Institutions (**Sup-9: CIBS National Collaboration & Impact**). In addition, CIBS has partnerships with more than 40 educational and research institutions globally (**Sup-10: CIBS Overseas Partnerships**) and access to 117 TAMU institutional agreements worldwide. Through these global partnerships the TAMU CIBE program is able to develop collaborative educational programs, work-study, internship, research, outreach, faculty and student exchanges as well as faculty-led study abroad programs.

In sum, TAMU has the capacity to serve as a strategic state-wide, regional, and national resource for international business (IB) education, research, and outreach by leveraging CIBE funding with a wide variety of other resources to carry out its mission. Financial support from the ED will allow the CIBE program to initiate and execute cost-effective, innovative, and sustainable programs to meet the education, research, and outreach needs of TAMU, Texas, Southern United States and the nation as a whole to achieve the goals and objectives of the CIBE authorizing statutes of Title VIB for the years 2018-2022.

## **2. OBJECTIVES OF THE TAMU CIBE PROGRAM**

The TAMU CIBE program organizes its objectives according to the fundamental areas of education, research, and outreach in the 2018-2022 period:

- **Education Objective:** To develop innovative international business and internship programs, teaching techniques and resources that expand the international career opportunities of students in business, entrepreneurship, foreign languages, interdisciplinary area studies, agribusiness and petroleum engineering that is of critical importance to the U.S. (*Activities: 1-14*)

- **Research Objective:** To promote scholarly international business research related to U.S. competitiveness, entrepreneurship, sustainable innovation, MNE operations in conflict zones, and the growing challenge of emerging economies especially China and its state enterprises by faculty and doctoral candidates in business and international interdisciplinary studies. (*Activities: 15-26*)
- **Outreach Objective:** To design and implement jointly with MSIs and community colleges innovative IB, language and foreign area study instruction, training, and professional development activities that are sustainable in the long run and also strengthen the institutional capacity of MSI and community colleges. Provide IB pedagogy workshops and FDIB programs for faculty, IB seminars for U.S. businesses, and infuse a global mindset in K-12 teachers as well as to high school students through global thought leadership programs to sustain U.S. competitiveness in an increasingly integrated global economy. (*Activities 27-33*).

## **B. TAMU PROPOSED CIBE PROGRAM FOR THE 2018-2022 PERIOD**

To achieve the goals of Section 611 and 612 of Title VIB, the competitive and invitational preference priorities, and the objectives outlined above, TAMU proposes an innovative CIBE program of 33 *Activities* (14 educational, 12 research, and 7 outreach). Exhibit-1, pg. 29; **Sup-18:** TAMU CIBE PROGRAM Achieves the Objectives of the Federal Statutes; and **Sup-19:** TAMU CIBE PROGRAM Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs depicts how these 33 *Activities* will achieve CIBE program objectives, address competitive and invitational preference priorities, and carry out the statutory mandate of the legislation authorizing the CIBE. In addition, TAMU will utilize non-CIBE funding to conduct a wide variety of other initiatives that serve to enhance and extend the value of the 33 *Activities*. Please note that each *Activity (A)* has a designated *Activity Leader* (noted in parentheses) who will direct that Activity.

### **1. ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE**

**A1: Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa**

(Dr. Musoma) *Objective: To provide Regents Scholars, first-generation college students from diverse lower-income families, an introductory IB course focused on sustainable business in Southern Africa coupled with immersion experience with local non-governmental organizations (NGOs) to arouse IB interest right at the start of their freshman year.* Mays Business School is the home to some 50 Regents Scholars each year. The TAMU CIBE will offer a new, ***IB Certificate of Achievement in Sustainable Business*** that will enable economically disadvantaged, largely **minority students**, to gain a “global perspective” of sustainable business featuring regional experts lecturing on sustainable “green” business practices and their regional impact. A select group of 15-students will travel to South Africa, Swaziland and Zambia for a week to 10 days that would include pre departure country/region orientation and understanding of regional cultures. This program will serve as a foundation and stimulus for the more rigorous 18-hour Mays IB certificate programs (***Certificate in IB, Certificate in European Union Business, and Certificate in Latin American Business***), semester and year-long exchange programs, and work-study/internships through Mays overseas partners (Sup-10). Regent Scholars will be encouraged to participate in activities that focus on global business such as Mays Global Ambassadors (A7) and Mays Working Abroad Series (A14) to improve their international career opportunities.

**A2: IB Immersion: Focus on China and other Emerging Economies of the 21<sup>st</sup> Century** (Dr.

Gaspar) *Objective: To increase student understanding and confidence in conducting business with emerging economies and China in particular that is anticipated to dominate global business prospects in the 21<sup>st</sup> century.* In coordination with TAMU’s “International Programs Committee” (Sup-11: Texas A&M International Programs Committee) Mays/CIBS has set a goal of increasing graduating seniors participation in overseas study programs from 25% currently to 50% over the next five years. CIBS plans to achieve that target through the collaboration of TAMU’s

Global Partnership Services (GPS) office (**Sup-12: Texas A&M Global Partnership Services**) and TAMU CIBE's over 40 overseas partner institutions (**Sup-10**) for semester-long programs. And, to infuse a deeper understanding of emerging economies, the *Emerging Markets of the 21st Century Study Abroad Series* will be offered each year in collaboration with our overseas partner schools – *China's Business Environment* (Dr. Araujo) with Beijing Jiaotong U., *India's Business Environment* (Dr. Gaspar) with SMD Institute for Management Development, Mysore; *Brazil's Business Environment* (Dr. Kufterous) with Fundacao Getulio Vargas, Rio de Janeiro; *Russia's Business Environment* (Dr. Panina) with Hanken School of Economics, Helsinki., and *South Africa's Business Environment* (Dr. Flint) with Stellenbosch U., Cape Town. Students in these programs will take a 3-credit hour course to immerse themselves in the commercial, political, and social environment of the country/region they will study. During their on-site visit, students will receive IB and cross- cultural training, visit domestic and multinational corporations, and study cultural and historical issues. Upon return to campus students will work on group research papers related to an aspect of business in the country visited and make classroom presentations to peers. Building upon the TAMU CIBE's successful 18-hour IB certificate programs (IB, EU Business, and Latin American Business) a new undergraduate certificate program, the *Certificate in Chinese Business* will be developed comprising the following: (a) 6-credit hours of Mandarin Chinese language, (b) a semester-long course on Chinese culture and history offered by TAMU's International Studies Department, (c) 4-courses focused on Chinese business and management philosophy offered by one of our five partner business schools in China as part of a semester-long exchange, and (d) a six-week internship with either KPMG or CRCC (China Rail Construction Corporation) in Beijing, China. To encourage participation in study abroad and internship opportunities by students of MSIs and other schools in Texas and the region, the TAMU CIBE will open the Emerging Markets of the 21st Century Study Abroad Series to TAMUS schools

(Sup-7) as well as to SACS partners (Sup-8 ) in the 11 southern states. Participants of these overseas programs will be more marketable in securing jobs related to international business.

**A3: IB Curriculum: Entrepreneurship in the Age of Globalization** (Dr. Pustay) *Objective: To develop new courses and innovative IB tracks for business majors.* Under the direction of Dr. Pustay, TAMU CIBE Associate Director of Academic Programs and Member, Mays International Business Policy Committee (**Sup-13: CIBS Mays International Business Policy Committee**) and with support from Mays Business School Departments (**Sup-14: CIBS Collaboration with Mays Departments**) and Centers (**Sup-15: CIBS Collaboration with Mays Centers**), and acknowledging the crucial role of entrepreneurship in the U.S. and global economy, two new programs will be developed in collaboration with the director (Dr. Lester) of the McFerrin Center for Entrepreneurship at Mays for the 2018-2022 CIBE cycle. First, the *Entrepreneurship in Belgium and Chile* programs will comprise two-week overseas study of Belgian and Chilean startups with their objective of seeking entry into the U.S. market and Texas exports abroad with the assistance of the Houston DEC. Pre-departure semester-long preparatory sessions held on campus will focus on an analysis of Belgian/Chilean incubators and startup firms. Student groups will make strategic export and investment recommendations after completion of their overseas study and startup analysis. Second, our *Masters Certificate in Entrepreneurship* will be replaced with a new intensive MS dual-degree program in *International Entrepreneurship* by partnering with two of Europe's top entrepreneurship schools, HEC Liège in Belgium and Ca Foscari University in Venice, Italy both of whom have business incubators and entrepreneurs actively associated with those incubators to explore global business opportunities. Additionally, new IB courses that will be developed include: Social Entrepreneurship in South Africa (Dr. Flint), Business Environment of BRICS (Dr. Panina), and Global Supply Chain Management (Dr. Pappu). As a result of the Financial Crisis, the Accounting Department will infuse new IB content

into their curriculum to prepare students for the likely U.S. adoption of International Financial Reporting Standards (IFRS). The NASBITE Certified Global Business Professional (NASBITE CGBP) Track will infuse globalization and provide support materials, mentoring to prepare students for the national CGBP exam and career in international trade.

**A4: Interdisciplinary Globalization Programs for Masters Students** (Dr. Mahajan) *Objective:*

*To infuse global practicum in the MBA/MS curriculum and enhance student marketability and career opportunities.* Students from all disciplines will be recruited to the new MS Business (Dr. Jasperson) and full-time MBA programs (Dr. Deer) and will take a mandatory IB Policy course that will now incorporate a consulting case study abroad of a startup or evaluate the commercial viability of domestic startups going global. These interdisciplinary programs (Sup-6) will infuse students of other colleges on campus with a global business perspective. Prize money will be provided to the top three teams that have done the finest due diligence and have come up with the best global business strategy. Also, graduate students of International Affairs (Bush School), Agribusiness (Agriculture), and International Petroleum Management (Engineering) that are enrolled in the International Transfer Pricing program (Dr. Eden) will join an IB network of students and MNE executives and will receive direct job placement opportunity with Grant Thornton (a MNE) in their Transfer Pricing Division in Europe and China..

**A5: Global Living & Learning Community and Global Thought Leadership Academy**

(Dr. Musoma) *Objective: To create a cadre of students that are well-versed with the international business environment and are ready to enter the global workforce equipped for success.* Each fall semester, the TAMU CIBE will form a learning community of 80 students comprising equally of domestic and international students who will live in a dormitory paired with students of common country interest. Students will immerse themselves for one or two semesters in foreign business, culture, economic, social and political systems as well as business etiquette abroad. The CIBE

will provide resources such as strategic IB career guidance, IB mentors and certificate program opportunities to enrich their undergraduate IB experience on campus (**Sup-16: CIBS Association with On-campus Globalization Programs**) as well as through: IBA (International Business Association); executive speakers; pertinent Bush School foreign affairs seminars; and foreign student association activities. In addition, the Thought Leadership Academy will focus on the Corps of Cadets that is a part of TAMU by infusing international awareness, regional expertise and language competence. During 2018-22, the CIBE plans to incorporate a 10-day overseas immersion for the Corp of Cadets to South Africa, China. Egypt and Brazil.

**A6: International Business Work-study and Internship Empowerment** (Mr. Shafer)

*Objective: To provide undergraduate and graduate business students the opportunity to gain in-country immersion and work experience in IB that will lead to career opportunities upon graduation.* Every fall, the TAMU CIBE will co-sponsor an International Business Work-study/Internship Fair and Conference in collaboration with the TAMU CIBE Advisory Council (**Sup-1: CIBS Advisory Council**), the Jordan Institute for International Awareness, the TAMU Career Center, the Public Policy Internship Program, and the TAMU Study Abroad Programs Office (**Sup-16**). The primary objective is to promote and enroll students in international work-study and internship programs offered by (a) TAMU CIBE (**Sup-10**), (b) TAMU Study Abroad Office, and (c) Third-party providers (**Sup-17: TAMU and Third Party International Internship Opportunities**). The TAMU CIBE program will provide financial support to defray air travel cost and place Mays students in 6 to 10- week work-study or internships. The partnering organizations will have coordinators in each country to assist students in obtaining crucial business/culture training with strategic companies. Minority serving institutions from the TAMU System and SACS will be encouraged to attend the IB Internship Fair and Conference. Business and agribusiness students will also have an opportunity to gain practical International

Development experience with TAMU's Norman Borlaug Institute for International Agriculture at projects in Armenia, El Salvador, Rwanda, Indonesia, and Namibia or with the Global Business Brigades student organization to Nicaragua.

**A7: Mays Global Ambassadors** (Ms. Hara) *Objective: To serve as a study abroad and international internship peer mentor, providing fellow students assistance and outreach within Mays Business School.* The CIBE will select ten Mays Global Ambassadors --students in good academic standing, one each with a recent winter or summer faculty-led study abroad program experience as well as participants with international work-study/internship experience and semester-long exchange program to work 2 hours per week for a semester under the direction of the CIBS's Administrative Coordinator. The Ambassadors will be chosen based on their passion for international experience, ability to articulate its value, and desire to assist peers both verbally and through marketing campaigns. Peer mentoring to Mays students will include informational sessions on study abroad/internship program selection, financial planning, general and security concerns and referral to on/off campus resources. Also, the Global Ambassadors will assist in the promotion of study abroad, student exchange and internship programs by speaking in classes, at student organizations, staffing information tables, and creating social media marketing materials.

**A8: Model Arab League (MAL) Texas A&M Chapter:** (Dr. Ayari) *Objective: To provide "overachieving" Mays Honors Program students an opportunity to study business and culture of the most important crude oil producing region of the world that is also prone to conflict.* Mays Honors candidates along with students of the International Studies program (INTS) in the College of Liberal Arts will have the opportunity to participate and debate in the Model Arab League's Council of Economic Affairs based on their research and understanding of critical economic issue facing the Arab World. Selected students will study Arabic, regional economic, political and cultural systems of the Middle East. CIBE will fund TAMU's winning team to participate in the



regional conference hosted by the “Bilateral US-Arab Chamber of Commerce.”

**A9: Internationalization of Doctoral Business Students** (Dr. Eden) *Objective: To inspire Mays and doctoral business students from across the nation to enhance their knowledge base and research focus in IB and enable them to become IB scholars and faculty to maintain America’s future competitiveness.* Increasing the global business competency of U.S. doctoral business students --the country’s future faculty-- will have the greatest generational impacts on internationalizing U.S. business education. Dr. Lorraine Eden, current president of the Academy of International Business and TAMU CIBE Associate Director of Research Programs is a passionate advocate of doctoral IB programs. Two full days will be devoted at the AIB annual international meeting for doctoral students that will focus on (a) research methods, and (b) IB topics and requirements for research publication in top tier academic and practitioner journals. The purposes of the 2-day professional development program for doctoral students are: to assist in the globalization of doctoral programs nationwide; to enable a new generation of doctoral students to approach their studies with a global mindset; and to support doctoral candidates with international dissertation topics by developing a global network of peers with related academic interests. The annual event will gather about 80 doctoral candidates from the world’s leading business schools and will focus on frontiers of IB research in functional as well as global issues, methodology, data collection, and teaching. The TAMU CIBE will remain an active partner of the CIBE Consortium that hosts the annual International Business Pedagogy Workshop with the GSU CIBE for doctoral students and faculty. The seminars aim to equip young educators with essential knowledge of international business while also providing models for incorporating the international dimensions into their curriculum and research. The overall objective is to infuse a global mindset and encourage future academics to integrate international, cross-cultural, and comparative perspectives into their professional agenda—both, in teaching and research. It is essential for young scholars to

learn successful strategies for internationalizing and enriching their research and teaching thereby enabling students become a strong part of the globally competent U.S. workforce. The organizers will specifically target MSI participation by offering scholarships to facilitate inclusion. The TAMU CIBE Doctoral Research Fund will finance two doctoral students each year to attend the consortium programs and help support the consortium's program administration expenses.

**A10: Summer Culture and Language Institute for Statewide and Regional MSIs (Dr. Gaspar)**

*Objective: To provide undergraduate students from MSIs in the 11 southern-state region intensive culture and foreign language training related to strategically important regions of global business and expand their IB career opportunities.* Each summer, the TAMU CIBE in cooperation with other colleges and units of TAMU and Mays overseas partner institutions will host a two-week Boot Camp at the TAMUS RELLIS Campus in Bryan-College Station for students from community colleges and MSIs. This intensive program of IB, culture, geopolitics, topical regional issues and survival language training will be followed by a two month (optional) culture, language, or internship immersion program abroad with our partner institution for students from the TAMU System and SACS. The focus will be in three crucial languages: (1) Arabic [Dr. Ayari] with immersion at the TAMU Doha in Qatar; (2) Mandarin [Dr. Shandley] with immersion at the Ocean University in China; and (3) Spanish [Dr. Arizpe] with immersion at the Universidad das Las Americas in Puebla in Mexico. Also, the TAMU CIBE program will sponsor the following two, month-long summer culture, language, and social entrepreneurship immersion programs: (1) Spanish, Central America's Culture/History, and Social Entrepreneurship at TAMU's Soltis Center in Costa Rica; and (2) Uzbek, Central Asia's Culture/History, and Entrepreneurship with Tashkent Finance Institute in Uzbekistan. Two students will be selected for each program to attend a rigorous all day curriculum of language and cultural immersion with native speakers. On weekends, students will visit historical sites and attend cultural events.

**A11: Foreign Language Training, Virtual Language Lab, and Immersion Programs** (Dr. Musoma) *Objective: To provide undergraduate and graduate students the opportunity to gain culture, commerce and language competency in traditional European languages and less commonly taught languages (LCTL).* Language training will be made available in 3 formats– (a) technology-based courses, (b) teacher-led instruction, and (c) immersion programs abroad. This is to accommodate traditional and non-traditional students, different learning styles, time/place limitations, and level of achievement desired. The TAMU CIBE, in collaboration with the College of Liberal Arts and the Bush School’s Scowcroft Institute of International Affairs, will develop the **CIBE Virtual Language Lab** to provide highly intensive, technology-based language learning in conjunction with face-to-face native language tutors. Training will be offered in 18 languages, including such strategically important languages as Arabic, Farsi, Hindi, Korean, Mandarin, Portuguese, Russian, Spanish and others as requested. The language tutorials will be taught by native speakers selected from TAMU’s 6,000 international students representing 120 countries. Students can also be immersed in other languages at 40 CIBS partner institutions (Sup-10).

**A12: Student Organizations: IB, Culture, and Networking** (Mr. Shafer) *Objective: To provide on-campus students a cost effective international experience through networking with visiting IB professionals, foreign students, and faculty with IB and cross-cultural expertise.* CIBS will coordinate a speaker series (Sup-16) and provide financial support for student organizations such as the **International Business Association (IBA)** and **Global Business Brigades (GBB)** at Mays. During the TAMU annual International Week, IBA and GBB will host a **Global Student Form** consisting of country briefings, cultural events with the 6,000-strong TAMU’s **International Student Association** from 120 countries and U.S. students who have studied or interned abroad. Additionally, the IBA and GBB will participate in **Dialogues with Global Leaders**—a dinner bringing together students and international business, industry, and government leaders. Finally,

IBA will host a 2-hour ***Global Business Panel*** of faculty and IB executives each semester to discuss current IB issues and functional areas of study. IBA and GBB will also create a student panel at Freshman Business Initiative to articulate the value of studying and interning abroad.

**A13: Mays IBnetwork for Students, Faculty and Executives** (Ms. Hara) Objective: *To provide easy on-line access to IB and cultural information, research resources, and opportunities.* With information technology revolutionizing the way students and faculty interact and receive information, the TAMU CIBE will create the ***Mays IBnetwork*** (TAMU CIBE website, Twitter, Facebook, and Instagram) that will provide instant access to IB resources. IB research data/information as well as sources of international professional opportunities for undergraduate, graduate, doctoral students and faculty will be made available on the IBnetwork.

**A14: Mays Working Abroad Series** (Ms. Burton) Objective: *To provide inter-cultural and international business etiquette training and resources to students seeking careers in international business.* CIBE and Mays Career Services will create major country and region-specific programs that will simulate the preparation needed for students embarking on international assignments. Students will hear from a panel of international business executives, director of career services & international internships, international students, TAMU faculty, and exchange partner school faculty to learn how to succeed and conduct business abroad. The series will focus each semester on a particular world region and highlight the significant differences between countries within that region. The series will commence in fall 2018 with Asia, followed by Africa, Latin America, the Middle East, Europe and Australia/New Zealand.

## **2. ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE**

The TAMU CIBE program will focus its 2018-2022 research efforts along four primary themes that fit right within the Title VIB legislative mandate: (a) *U.S. Business Competitiveness in a Changing Global Environment*; (b) *The Global Impact of Emerging Economies and State*

*Capitalism in China; (c) Sustainable Innovation and Growth of Nations/MNEs; and (c) Advances in International Business Pedagogy.* While U.S. business competitiveness is the principal research theme, the TAMU CIBE research program will explore how globalization and innovation are changing the post financial-crisis world business environment. The CIBE will also influence, encourage, and facilitate Mays faculty to publish articles in top tier peer-reviewed business journals. Furthermore, the CIBE will encourage Mays faculty to author cutting-edge IB textbooks and ancillaries utilizing digital platform that not only infuse globalization in business pedagogy but also deliver products cost effectively and interactively to contemporary tech-savvy students.

The TAMU CIBE will leverage its resources by cost-sharing *research dollars* with departments to conduct the IB research projects listed below. IB Research results will be disseminated at professional academic meetings like the Academy of International Business, the Academy of Management, the Academy of Marketing, etc., and published in scholarly peer-reviewed academic publications like the Journal of International Business Studies, the Journal of the Academy of Marketing Science, the Journal of Business Research, the Journal of Operations Management, the Journal of World Business, Strategic Entrepreneurship Journal and other similar respected journals and also as presentations in forums for the business community and public.

**A15: U.S. MNEs: To Survive and Compete in Conflict Zones** (Dr. Hitt) *Objective: To identify and implement strategic choices for effectively operating and competing in resource rich conflict zones, including the use of multinational transfer pricing mechanisms.* This research (to be conducted by an inter-departmental team of Mays faculty led by Dr. Michael Hitt—one of the nation’s foremost experts on competitiveness) will critically assess the operation of U.S. multinational companies caught up in war zones. The MNE benefit of remaining in war torn zones because of their profitable access to vital mineral resources on the one hand needs to be weighed against the opportunity cost of an exit strategy. An analysis of an arms-length standard to the crisis

and their prospective impact on U.S. business competitiveness and shareholder wealth is crucial. The research will have a micro focus --examining how the global strategies of U.S. multinationals will need to adapt to the crisis environment-- but will also consider the macro impact on the U.S. economy and critical American industries especially in the technology sector. The Bush School's Mosbacher Institute for Trade, Economics, and Public Policy will be a partner in the study. Articles are targeted to be published in the Journal of World Business and JIBS.

**A16: The Role of International Entrepreneurship and New Venture Creation on America's Global Competitiveness** (Drs. Hitt, Ireland, and Lester) *Objective: To enhance the understanding of international entrepreneurship and strategy in the informal economy.* The Mays Management Dept. includes some of the world's top scholars in the field of International Entrepreneurship, Start Ups, and Family Firms. In collaboration with the McFerrin Center for Entrepreneurship and Mays Management faculty, the TAMU CIBE will provide support for International Entrepreneurship research and dissemination. *Dr. Ireland's* research will emphasize international entrepreneurship and economic geography. *Dr. Lester* will explore the characteristics and behaviors of entrepreneurs across cultural and national boundaries. Particular attention will be paid to the "underground" or "informal" economy, and how entrepreneurship is developed and nurtured in different kinds of organizations, including the public sector, in different nations. *Dr. Hitt* will study the decision process used when firms enter new international markets as well as why family firm internationalization is unique. The team will also study the effects of social networks on new venture performance across cultures and institutional environments, leveraging the data collected from 630 entrepreneurs in the U.S., France, China, and Russia. Articles will be published in the Strategic Entrepreneurship Journal and Entrepreneurship Theory and Practice.

**A17: China's Transformation and the Renaissance of State Owned Multinationals** (Dr. Eden) *Objective: To determine how the rapid growth of China over the past four decades has led to their*

*increased R&D expenditures and rise of State-owned multinationals that compete and impact U.S. MNE performance.* This research (to be conducted by Mays Management Department team and led by Dr. Lorraine Eden —CIBE Associate Director of Research and current AIB President) will critically assess the operation of U.S. multinationals in China and the acute challenges they face in that country. Specific areas of research include: (1) Understanding the role of institutional investors as a counterbalance to the State in State-owned multinationals; (2) Evaluating the global emergence of Chinese MNEs utilizing a resource-based view of ownership and performance; (3) Identifying strategic alliance partners in China's economy through the prism of Confucianism and Taoism; (4) Establishing and managing foreign R&D alliances in China; and (5) Comparing alliance partner selection in China, Hong Kong and Taiwan. TAMU CIBE will partially support this exciting research that is anticipated to be published in a respected Management journals and presented at the AIB and Academy of Management conferences for world-wide dissemination.

**A18: Emerging Economies and Multinational Enterprises** (Dr. Tihanyi) *Objective: To provide thought-provoking empirical research, theoretical ideas, and reviews on the opportunities and challenges of multinational enterprises considering emerging economies as their destinations.* As the head researcher of the topic, Dr. Tihanyi will lead an inter-departmental team of faculty at Mays to study four areas of MNE inquiry: (1) evaluating MNE resources, governmental power and privatization policies in emerging economies; (2) determining MNE diversification strategies in emerging vs. developed economies; (3) determining how to establish profitable customer loyalty for MNEs in emerging economies; and (4) identifying “ritualization” as a strategic tool to position brands in emerging markets. The objective is to publish a collection of papers with original ideas and theoretical advances in top tier management and marketing journals.

**A19: Impact of U.S. Immigration Reform on National Security and U.S. Competitiveness** (Drs. Bierman and Paetzold) *Objective: To examine the impact of planned U.S. immigration*

*reform on economic (business) competitiveness and geopolitical security.* The Trump Administration and a bipartisan report from the Council on Foreign Relations argues for an overhaul of U.S. immigration policy that will help protect U.S. jobs lost through globalization and also to advance U.S. business competitiveness. Drs. Bierman and Paetzold will examine and assess economic and policy issues related to immigration reform's impact on the U.S. labor market and various social, economic, agricultural, education, and health issues that potentially effect U.S. competitiveness. The results will be published in the Journal of Operations Management.

**A20: Digital Connectivity, Information Flows, and Innovation of Nations** (Dr. Yadav and Doctoral Candidate Mirahmad) *Objective: To investigate the true nature of innovation and how it benefits society through advances in human potential, productivity and competitive advantage of MNEs.* This interdisciplinary research will include faculty associated with the Mays Innovation Research Center, CIBS, and several of Mays departments and led by Dr. Yadav. The research goal is to study the impact of information and communication technology (ICT) on a range of performance-related outcomes at both the firm and country levels. A rigorous examination of these important relationships is anticipated to: (1) guide national and global public policy decisions related to ICT infrastructure; (2) develop strategies at a firm level for competing effectively in global markets by understanding the innovation-related outcomes of ICT; and (3) determine over the long term how the emerging digital environment will continue to shape a nation's ability to innovate, grow, and become more productive. The research will be presented at the AIB annual meetings and published in top journals like the Journal of International Business Policy, JIBS, the Journal of Operations Management and the Journal of Marketing.

**A21: Country Institutional Environments and their Impact on Corporate Strategies** (Dr. Hitt) *Objective: In two parallel studies, research will analyze how different institutional arrangements of countries impacts corporate decision making.* Data collected by Dr. Hitt from the



managers of some 800 firms in China, the U.S. and Europe will be used to study how country institutional structures (i.e., how functional or ineffective they are) affect corporate strategies and *resource allocation* (developing resource portfolios, bundling resources to create capabilities, and leveraging the capabilities created). In the first parallel study, data set for 50 different countries will be analyzed to measure effectiveness of country institutional environments according to *regulatory, political, economic, and physical infrastructure* dimensions. In the second study, the effects of cross-border and cross-industry M&As on domestic and global operations of MNEs will be explored. Results of the research will be published as articles in the following journals: Journal of Management, JIBS, Cross Cultural and Strategic Management, Asia Pacific Journal of Management, Journal of World Business and the Thunderbird International Business Review.

**A22: International Dimensions of Corporate Governance and Executive Compensation**

**Policies** (Dr. Ahmed) *Objective: To assess the impact of International Financial Reporting Standards (IFRS) on U.S. corporate governance and executive compensation.* The global financial crisis sparked a worldwide criticism of corporate governance and inequitable/perverse compensation practices and a call for evaluating the differences in national policies that exist among nations. Professor Ahmed along with faculty from Mays Accounting and Management Departments will lead this research and explore in particular the effects of executives and directors with prior banking crisis experience on corporate governance, accounting quality, bank outcomes, and executive compensation policies. The team will also examine and compare how corporate governance structures in different nations that utilize IFRS affect strategic decisions, employee morale, and bank competitiveness. A symposium on this topic will be held in 2020 at TAMU in partnership with the Mays Center for Human Resource Management with articles published in the Journal of Contemporary Accounting Research.

**A23: Innovating for Sustainability: A framework for Sustainable Innovations and a Model**

**of Sustainable Innovations Orientation** (Dr. Varadarajan) *Objective: To develop a theoretical framework of a firm's sustainable innovations capabilities as a source of competitive advantage.*

In a world characterized by growing awareness of environmental sustainability among various stakeholders, innovating for sustainability will grow in importance from the standpoints of organizational legitimacy, reputation and performance. The emergence of sustainability as a major driver of innovation highlights a number of important issues that merit investigation, such as potential avenues for sustainable product innovation and factors underlying differences between firms in their commitment to a sustainable innovations orientation. To gain insights into these issues, Dr. Varadarajan's research will develop (1) a conceptual framework delineating potential avenues for sustainable innovations, and (2) a model defining a number of firm-related and industry-related antecedents of sustainable innovations orientation, along with performance outcomes. Implications for theory, research and practice will be discussed at the Academy of Marketing conference with publications in the Journal of the Academy of Marketing Science.

**A24: Effectiveness of offering IB Certification Utilizing Massive Open Online Courses (MOOCs).** (Dr. Pappu) *Objective: To identify the challenges and determine the solution and practicality of internationalizing business education through MOOCs.* MOOCs are trying to transform both campus and distance education in the United States. It is conceivable that offering IB courses and related certificate programs through MOOCs could democratize IB education since a mass of students can be reached simultaneously. MOOCs could help traditional and non-traditional (part-time) students. If MOOCs are found to be practical and effective, CIBS would offer some IB certification courses to MSIs in SACS member business schools in the 11 southern states. At this exploratory state, the TAMU CIBE program in collaboration with some major partner universities in MSIs/SACS will conduct a survey to determine the group's perceptions of using MOOCs in IB learning, potential rates of adoption, cultural understanding and best practices

for implementation. Questions that will be posed in the survey before next steps could be taken will include: (1) Technology platform to be used: Outside vendors like Coursera or develop an in-house platform? (2) Instructor compensation: Who pays the professor and how much? Based on enrollment? (3) Ownership: Who owns the copyright for these programs? (4) Cost: Who bears the production and maintenance cost? (5) Time: How labor-intensive is MOOCs development and maintenance? (6) Brand Dilution: Will MOOCs be considered an inferior product – without undermining their reputations for rigor and quality? And, (7) Content: Will enabling high-level content on demand and free of cost, be disruptive to higher education?

**A25: Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research** (Drs. Eden and Ray) *Objective: To promote research by faculty and doctoral students in IB, language, area studies and related topics.* To support and further boost the earlier mentioned research projects, CIBE funding will be leveraged with those from Mays departments and the Innovation Research Center to support faculty and doctoral students on a selective basis in the form of “CIBS Research Fellows” during 2018- 2022. The TAMU CIBE program will award faculty and doctoral research fellowship seed-money grant during the first year and will work with Mays to obtain alternate funding e.g., Mays Grand Challenge Grant. Awards include support for data acquisition, research travel and subscriptions to specialized international databases.

**A26: Can Central Bank issued Digital Currency avert future Financial Crisis**

(Drs. Skeie and Kolari) *Objective: To conduct in-depth studies on cryptocurrencies (e.g. Bitcoin) and determine: (a) whether cryptocurrencies are of significant value in conducting global transactions; (b) the riskiness of cryptocurrencies; (c) if Central banks should issue cryptocurrencies that could lead to a future without cash; and (d) whether Central bank issued cryptocurrencies will stabilize financial markets and reduce the risk of global financial crises.*

Mays' leading banking and financial economics professors will conduct studies on cryptocurrencies and their potential impact globally. Key issues that will be addressed include: examining the root causes for the development and popularity of cryptocurrencies; analyzing how cryptocurrencies will impact the Frank-Dodd Bill and new capital requirements set by the Bank of International Settlements in Basle, Switzerland; and, evaluating the impact of cryptocurrencies on U.S. and global financial systems. After discussions at the finance department "brown-bag" seminars, articles will be published in the Journal of Money Credit and Banking.

### **ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE**

**A27: Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC)** (Mr. Shafer) *Objective: To enhance international business education, overseas study experiences, and resources of minority serving institutions.* Pedagogical tools, knowledge, and study abroad experiences in international business education may be difficult to obtain for students and faculty at minority-serving institutions (MSIs) and community colleges. During the 2018-22 grant cycle TAMU CIBE, as a partner in the acclaimed CIBE Consortium on Globalizing Minority-Serving Institutions Program will provide one-on-one mentoring and program support to Prairie View A&M University (PVAMU is a HBCU business school in the TAMU System) and the Texas A&M University Corpus Christi (TAMUCC is TAMU System's Hispanic-serving institution) through the newly established Texas A&M System RELLIS Campus in Bryan-College Station, Texas. The RELLIS campus is a premier, high-tech research, technology development and education campus that integrates Texas A&M System universities 4-year undergraduate programs with 2-year Community Colleges (Blinn College, Amarillo College, Victoria College, Hill College and Houston Community College) to offer 2-year associate and 4-year undergraduate degrees. The mission of the RELLIS Campus is to provide a collaborative environment for multi-disciplinary, multi-institutional teaching, research and workforce

development. RELLIS Campus instruction blends industry expertise with innovative academic research and polytechnic education. The collaborative nature of the RELLIS Campus offers unique opportunities for their students and faculty to tap into TAMU CIBE resources. The concept is for one campus to have the ability to shift ideas from academia to the marketplace while providing new and multiple pathways toward a college degree. Mentees (Deans of PVAMU and TAMUCC) of the two MSIs will receive support from TAMU CIBE on IB certificate and curricula materials, participation in Mays study abroad programs, and teaching methods to help their faculty incorporate international content into existing business courses and develop new global business courses. TAMU CIBE will also provide first-hand international cultural/etiquette programs and overseas social entrepreneurship experiences to MSI students through student initiatives such as Mays Global Business Brigades and International Business Association.

**A28: Domestic - Faculty Development in International Business (FDIB) and Language Programs** (Dr. Araujo) *Objective: To provide U.S. faculty and doctoral students especially from MSIs with opportunities to gain IB and cultural knowledge domestically that they can incorporate into their teaching and research.* TAMU CIBE will continue to co-sponsor the annual International Business Pedagogy Workshops (led by the Georgia State CIBE in Atlanta, GA). This program typically caters to 60-70 faculty from MSIs, and covers global issues related to all functional areas of business (Accounting, Finance, Marketing, Management, Supply Chain Management, MIS and International Business). The CIBE program will also support and collaborate with PVAMU and TAMUCC to identify and develop regional initiatives aimed at Enhancing Global Competence of faculty and students in other Minority Serving Institutions-- to internationalize their faculty and business programs, pursue external funding and support their attendance at FDIB programs (A28, A29). In 2020, the CIBS and Hispanic Association of Colleges and Universities (HACU) will host an Internationalizing Hispanic-Serving Institutions Roundtable in San Antonio to explore how

CIBEs can work more closely with MSIs to increase their global competency and job offers. The TAMU CIBE will also support the Texas Community College Global Initiative to assist their faculty with the internationalization of their curriculum. The TAMU CIBE will co-sponsor a national foreign language for business program biannually-- ***CIBE Business Language Conference/International Symposium on Language for Specific Purposes***. The program will consist of two components: (1) an International Symposium of Language for Specific Purposes (ISLSP) and (2) a Business Language Research Teaching (BLRT) award competition. As a member of the Hispanic Association of Colleges and Universities (HACU), the TAMU CIBE will sponsor an Internationalizing Business Education Symposia in 2020 and 2022 at Hispanic-Serving Texas campuses, for over 100 regional college faculty, Ph.D. students, and administrators located at colleges in SACS southern region. In addition, the following programs are planned for 2018-2022: Grant Opportunities - How to become a Fulbright Scholar (TAMU San Antonio); Using Technology-based Resources to Enhance IB Courses (Prairie View A&M U.) and Infusing NASBITE CGBP Competencies into IB Courses (RELLIS campus).

**A29: Overseas - Faculty Development in International Business (FDIB) Programs** (Dr. Gaspar) *Objective: To infuse overseas field study exposure to U.S. faculty that teach IB courses, especially those associated with MSI, about the cultural, economic and geo-political environments within which businesses operate.* Overseas FDIB programs are designed to enhance the practical knowledge and skills of professors and doctoral students to enable them to be better prepared to teach IB courses and conduct scholarly IB research. The TAMU CIBE will co-sponsor four (~25 participants in each) such FDIB programs (Africa, Middle East, East Asia, and China) with other lead universities (CIBEs at the University of South Carolina and the University of Colorado Denver) each summer (Sup-9). The two-week programs will include visits to foreign universities, businesses (local and MNEs), government agencies and U.S. embassies and Chambers of

Commerce. The CIBE will fund the program fee of one MSI faculty from either PVAMU or TAMUCC to participate in one of the CIBE-sponsored FDIB overseas programs each year.

**A30: IB Seminars on Conducting Business Abroad for U.S. Corporate Executives (Dr. Welch)**

*Objective: To provide U.S. business executives the IB skills and knowledge necessary to operate successfully in today's globally competitive business environment.* The TAMU CIBE will infuse a global mindset among American executives by providing IB-infused curricula as well as practical advice and training in IB and culture through seminars and workshops. Mays faculty will have the opportunity to teach these executives in house and abroad (Brazil, Egypt, Ireland, Malaysia, Mexico, Nigeria, UAE, Russia, and United Kingdom) through the Mays Center for Executive Development. Executives from a diverse set of industries ranging from Energy, Manufacturing, Technology, and Retailing will participate in those programs. These programs will enhance the internationalization of executives and faculty and will also lead to American business competitiveness and increased exports.

**A31: Globalization of Small and Medium-Size American Companies: Export Certification**

**Program** (Dr. Lester) *Objective: To prepare small and medium-size U.S. businesses to develop and expand into export markets.* In collaboration with the McFerrin Center for Entrepreneurship at Mays, TAMU CIBE will infuse internationalization into their entrepreneurial-focused curricular and experiential opportunities. The McFerrin Center serves as the hub of entrepreneurship for Texas A&M University and the greater business community. The CIBE goal is to enhance entrepreneurial student education by infusing IB training, networking, and export assistance to enterprising students, faculty and alumni. With the help of CIBE and McFerrin Center volunteer network, corporate supporters, faculty and staff the collaboration will provide business startup acceleration, competitive opportunities, work experiences, and financial support to aspiring entrepreneurs in the community and across the nation. In addition, the TAMU CIBE will

internationalize Mays *Entrepreneurship Bootcamp for Veterans Residency Program* that offers training in entrepreneurship and small business management to veterans of foreign wars. Given their overseas cultural exposure, this group of entrepreneurs will be more adaptive and receptive to working on exports of American goods and services with support from the Houston District Export Council. An initiative of the TAMU CIBE program will be to identify and develop IB programs to support this group of veterans. The TAMU CIBE and Dallas International SBDC (Dallas Community College) will co-sponsor, once a year, the Global Market Series: Export Certification Program, which is designed to provide SMEs the knowledge to expand into international markets and to prepare for the NASBITE Certified Global Business Professional credential exam (CGBP) exam. A series of 9 seminars will be taught by a team of 25 IB professionals. A U.S. Department of Commerce Export Certificate will be granted to participants completing the program.

**A32: Foreign Language/Culture Training and Immersion Outreach** (Dr. Ayari) *Objective: To increase the foreign language communication competence of students, faculty, and the business community.* The TAMU CIBE in collaboration with the College of Liberal Arts will offer “non-credit” language training as *teacher-led courses, technology-based programs, and native speaker private tutorials* to accommodate time/place limitations, different learning styles, and the level of achievement desired of participants. Through the CIBE Virtual Lab (*A11*), a broad range of self-paced technology-based language programs will be available. A teacher-led series of intensive business-focused language and culture courses in Spanish will be offered at the beginner and intermediate level during evenings in the fall and spring semesters respectively. For *less common languages*, native speaker-led small groups and private tutorials will be arranged on demand with the help of international graduate students on campus. Participants will be encouraged to continue training with an immersion program at the TAMU’s study centers in Mexico City, Costa Rica,



Italy, and Qatar, or at one of the CIBS's 40 overseas partner schools (Sup-10).

**A33: K-12 Global Resources and Training for Teachers and Students** (Ms. Hara) *Objective:* *To provide international education training, information, and resources to primary and secondary schools.* During 2018-2022, the TAMU CIBE program will sponsor **Scholastic Assistance for Global Education (SAGE)** that will update, enrich and expand the K-12 online international commerce and culture resources (SAGE.tamu.edu). The TAMU CIBE program in collaboration with the TAMU European Union Center, will sponsor the **EU Current Issues Program** promoted to TAMU students and K-12 teachers and students. The resources will be available on the EU Center website. The TAMU CIBE and George Bush International Center will sponsor the **Young World Scholars Program**, a geography and cultural awareness program for K-12 students in Texas. The TAMU CIBE will sponsor, in collaboration with the College of Education and Texas Council on Economic Education a series of **International Economics: Social Studies Teachers Workshops** for K-12 teachers focused on a region of the world each year. The workshops will be broadcast across Texas using TAMU Centra™ system. The **Mays Global Thought Leadership Academy** (Dr. McGowan) will provide rising high school seniors especially those from underrepresented groups with interest in pursuing globalized business education a close insight into Mays Business School's international opportunities. The Mays Thought Leadership Academy will be a six-day residential program that will provide participants the opportunity to absorb international business, culture and leadership skills while experiencing college life at Texas A&M and Mays Business School during the summer. Students will work in teams to complete a high-impact global business project, engage with executives and current Mays students who will provide leadership and global career awareness preparation. Students will attend college-level IB courses led by world-class Mays faculty.

## C. TAMU CIBE ACTIVITIES WILL FULFILL THE TITLE VI MANDATE AND INVITATIONAL PRIORITIES

TAMU's proposed 33 CIBE *Activities* are designed to achieve the objectives of Sections 611(b) and 612(a, c) of Title VI of the Higher Education Act, which authorized the CIBE program and set forth its purposes and *Program Priorities*, as demonstrated in Exhibit-1, Sup-18 (*Achieves the Objectives of the Federal Statutes*) and Sup-19 (*TAMU CIBE Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs*)

<b>EXHIBIT-1: TAMU CIBE PROGRAM ACHIEVES THE OBJECTIVES of the FEDERAL STATUTES and PROGRAM PRIORITIES</b>	
<b>OBJECTIVES OF FEDERAL STATUTES</b>	<b>TAMU CIBE ACTIVITIES</b>
<i>Achieves the <b>Broad Objectives of Section 611(b)</b> by providing international education and training that will contribute to U.S. competitiveness in an international economy</i>	<b>Education:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>Research:</b> 24, 25 <b>Outreach:</b> 27, 28, 29, 30, 31, 32, 33
<i>Promotes the <b>Purposes of Section 612(a)</b> including serving as national and regional teaching resource for international business, language, culture, and providing international trade and training</i>	<b>Education :</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>Research:</b> 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 <b>Outreach :</b> 27, 28, 29, 30, 31, 32, 33
<i>Fulfills <b>Mandatory Activities in Section 612(c)(1)</b> including interdisciplinary programs for students, faculty, and business community</i>	<b>Education:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>Research:</b> 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 <b>Outreach:</b> 27, 28, 29, 30, 31, 32, 33
<i>Fulfills <b>Permissible Activities in Section 612(c)(2)</b> including overseas study programs including internships, summer institutes, and outreach programs</i>	<b>Education:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>Outreach:</b> 27, 28, 29, 30, 31, 32, 33
<b>COMPETITIVE PREFERENCE PRIORITIES</b>	<b>TAMU CIBE ACTIVITIES</b>
<b>Competitive Preference Priority (1):</b> <i>Collaborative activities with professional associations/businesses on activities designed to expand employment opportunities for international business students such as internships</i>	<b>Education:</b> 1, 2, 3, 4, 5, 6, 8, 11, 12, 14 <b>Research:</b> 16, 24 <b>Outreach:</b> 27, 30, 31, 32
<b>Competitive Preference Priority (2):</b> <i>Significant/sustained collaborative activities with Minority-Serving Institutions or Community Colleges incorporating international, intercultural, or global dimensions of business curriculum of MSI/CC</i>	<b>Education:</b> 2, 6, 9, 10, 11, 12 <b>Research:</b> 24 <b>Outreach:</b> 27, 28, 29, 31
<b>INVITATIONAL PREFERENCE PRIORITIES</b>	<b>TAMU CIBE ACTIVITIES</b>
<b>Invitational Priority:</b> <i>Activities focused on language instruction and/or performance testing/assessment to strengthen the preparation of international business professionals</i>	<b>Education:</b> 2, 3, 4, 5, 6, 8, 10, 11, 14 <b>Research:</b> 24, 25 <b>Outreach:</b> 28, 32
<i>See Supplements 4, 6, 7, 8, 9, 10, 16, and 17 for more details.</i>	

## II. SIGNIFICANCE OF TAMU CIBE PROGRAM

### A. THE NATIONAL NEED FOR TAMU CIBE PROGRAM

Globalization has created a national and regional need to restructure economic and business operations that must be facilitated by institutions of higher education to preserve and enhance America's global competitiveness. To meet the significant regional and national needs, CIBS conducted a comprehensive IB assessment and arrived at 33 proposed CIBE *Activities*. A thorough process of assessment (web-based survey of students, faculty, trade specialists, and business executives) and consultation (focus groups and interviews) with various national, state, and local constituencies (TAMU CIBE Advisory Council, District Export Councils, SBDCs, Dept. of Commerce, USDA, community colleges, minority-serving institutions and companies) allowed the TAMU CIBE program to identify 10 significant needs, detailed below, that must be met to increase U.S. IB competency and global competitiveness. The TAMU CIBE program, by fulfilling these critical needs (**Sup-20: Fulfills Significant Areas of Need**), will achieve significant national and regional impact on IB education, research, and training in 2018-22 that will achieve Title VIB statutory goals in an exemplary manner. The 10 significant needs are:

**Significant Need #1: Student IB and Cultural Competency.** *Achieve higher levels of global competency and job prospects of students by engaging them in overseas study and internships, motivating them to gain language and cross-cultural communication competency, and by providing them incentives to take international business courses. [Activities: 1-14, 24, 25, 27-29, 32-33]*

**Significant Need #2: Globalize Business Faculty and Ph.D. Students.** *Increase the number of business faculty and Ph.D. students that are qualified and motivated to include the international dimensions of their discipline in their courses and research. [Activities: 2-4, 9, 13, 15-30, 32]*

**Significant Need #3: Internationalize Business Curriculum.** *Infuse knowledge of foreign*

*languages, culture, and international business practices into the content of business major and minor courses, curricula, and degree programs. [Activities: 1-4, 6, 8-11, 13, 15-30, 32]*

**Significant Need #4: IB Education and Training to Advance U.S. Competitiveness.** *U.S. students, faculty and business community need to be better prepared to think and compete globally. [Activities: 1-11, 14-31]*

**Significant Need #5: Student and Executive Foreign Language Skills and Knowledge.** *Increase number of students and executives that possess foreign culture/language competency and provide increased opportunities to study “less commonly taught languages”. [Activities: 2-11, 13, 25, 27-28, 30-32]*

**Significant Need #6: IB Training & Resources for Non-Business Faculty.** *Provide non-business faculty and K-12 teachers training and resources so basic IB concepts can be integrated into their classes and research. [Activities: 13, 28, 32]*

**Significant Need #7: Internationalize Under-Served Institutions.** *Provide guidance and resources to internationalize the students, faculty, and business curriculum of Historically Black, Hispanic-serving institutions, and community colleges. [Activities: 10-11, 27-29, 31-33]*

**Significant Need #8: Internationalize Business Professionals and Community.** *Increase the number of U.S. business professionals that possess the IB and cultural knowledge to take advantage of global business opportunities. [Activities: 5, 10-11, 13, 30-33]*

**Significant Need #9: IB Research to Advance U.S. Competitiveness and Global Business Strategies.** *Research is needed to identify avenues to advance U.S. economic competitiveness and develop new global business strategies. [Activities 9, 13-26, 28-30]*

**Significant Need #10: Research on IB Education and Language Studies.** *Conduct research to explore the motivation, best practices, effectiveness, and long-term impact of international education and language studies. [Activities: 9, 11, 15-28, 32]*

## **B. REGIONAL AND NATIONAL SIGNIFICANCE OF TAMU CIBEPROGRAM**

The TAMU CIBE program is a regional and national resource for IB education, research, and outreach for MSIs, business community, and the general public. The TAMU CIBE program's impact begins in Texas, which is hugely important for the entire nation's global competitiveness and economic growth. Texas is the second largest U.S. state in terms of total population (~25 million), land size (267,000 square miles), and Hispanic population (~40% of Texans). Gross state product of \$1.706 trillion (2017) is the second largest in the U.S.; if Texas were a nation, it would be the world's 13<sup>th</sup> largest economy. Texas continues to rank first in exports among the 50 states (\$264 billion or 17.1% of U.S. total in 2017). Two-thirds of all U.S.-Mexico trade passes through Texas, which shares a 1,248-mile border with Mexico. The Port of Houston handles more foreign cargo than any other seaport in the U.S. and Laredo is the nation's largest inland port. Dallas is a global financial center and San Antonio is the legal, and logistical gateway to Mexico. Business in Texas is closely linked to the southern region as well as the U.S. economy through a wide variety of industries ranging from agribusiness and petrochemicals to high-technology manufacturing and services. When the TAMU CIBE program meets the education, research, and outreach needs of Texas, America's global competitiveness is greatly advanced.

The TAMU CIBE *Activities* also meet regional/national needs directly, as does its home base—the Mays Business School and Texas A&M University—the strengths of which were noted in Section I. The TAMU CIBE program's impact goes beyond its extensive home resources to gain the synergies and efficiencies that result from effective partnerships with other entities like SACS. The TAMU CIBE program's national impact is amplified through a strong network of collaborative *Activities* with other universities across the U.S. The following are a few examples (See Sup-9: CIBS National Collaboration & Impact for a more complete listing). In languages, the TAMU CIBE program will join with partner universities in the U.S. to offer an annual business

foreign language conference, a business communication for language teachers' symposium, business language and culture workshops for community colleges, and K-12 language teacher training. In homeland security, TAMU will work with various institutions in the state and nation to develop research dealing with the U.S. - Mexico Border and Building Human Capital for National Security. A special initiative, CIBE MSI Consortium, have been assisting MSIs with faculty development, study abroad, faculty development abroad, grant writing, and pedagogical resource sharing activities. Through this program, the TAMU CIBE has been internationalizing minority-serving institutions (HBCU and HSI) and community colleges by playing a leading role. The TAMU CIBE *Activities* call for hosting conferences and initiatives focused on internationalizing business education, agribusiness trade, competitiveness, and security. Furthermore, the TAMU CIBE program will co-sponsor the China FDIB Belt and Road Initiative and the FDIB Asean program led the University of Colorado CIBE as well as the FDIB Africa and Middle East with the University of South Carolina CIBE.

### **C. IMPORTANCE AND OUTCOMES OF TAMU CIBE ACTIVITIES**

TAMU strategically selected and designed the proposed 33 CIBE *Activities* for 2018- 2022 so that their results and outcomes will produce immediate and long-term benefits for students, faculty, business professionals and U.S. global competitiveness overall in the following ten important ways: (1) serve as a regional/national resource for IB, culture, and foreign language education, internship training, and research to increase the number of undergraduate and graduate students that attain ***global business understanding*** so as to expand their career opportunities and also become more effective business managers; (2) implement a cutting edge 3-prong ***foreign language learning model*** (teacher-led, technology-based, and domestic/overseas immersion) designed to increase language/cultural competency for a wide-variety of common and less-commonly taught languages; (3) serve as a ***model IB eLearning program*** for researching,

developing, and employing technology-based education and training (Web-conferencing, social networking, Pod- and Webcasting, etc.); (4) serve as a national leader in ***IB pedagogy research*** to evaluate and determine how we can improve IB learning; (5) serve as a regional/national resource for ***global business strategies*** and ***competitiveness*** education, training, and research; (6) provide national IB leadership and training for ***faculty*** and ***doctoral students*** to prepare them to understand the international dimensions of their discipline to enable them to become more effective faculty; (7) serve as an IB education and training mentor for ***minority-serving universities and community colleges*** so they can expand the IB career opportunities of students and enable them to tap potential of global markets; (8) prepare ***U.S. managers*** for today's rapidly changing global economy and to earn the ***NASBITE CGBP™ credential***; (9) be a national leader in ***IB research*** by providing U.S. businesses greater understanding and strategic direction that will increase U.S. global competitiveness; and (10) be a national resource for ***K-12 teacher*** training and web-based global educational materials. As part of the process to quantify the national impact, the TAMU CIBE has developed specific *outcome goals, performance measures, and evaluation plan* for each of the 33 *Activities* (**Sup-26: Performance Measure Form**; and **Sup-27: Evaluation Plan**). These outcomes will result from the inherent quality of the information, materials, techniques, and training programs produced by the TAMU CIBE's *Activities*.

### **III. QUALITY OF THE PROJECT DESIGN**

#### **A. PROJECT REPRESENTS AN EXCEPTIONAL APPROACH**

TAMU CIBE employs a strategic planning, programming, budgeting, and evaluation management model and utilizes a **Project Design and Management Plan** (**Sup-22**) and Evaluation Plan (**Sup-27**) for each *Activity*. Each project has been strategically designed to: (1) address *significant needs* of the target population; (2) provide a *coherent and sustainable program* of education, research, and outreach; (3) support an *ongoing line of research inquiry and*

*development*, and (4) yield *measurable outputs, outcomes, and impacts* consistent with goal attainment. The 33 TAMU CIBE *Activities* proposed for 2018-2022 have been designed to enhance IB education and America's international business and trade competitiveness and to accomplish the following project purposes, as set forth in the legislative mandate of sections 611(b) and 612 (a, c) of Title VIB:

***(1) Serve as a national resource for the United States in promoting significantly improved teaching of international business strategies, methods and techniques.*** The TAMU CIBE program will advance the teaching of IB for thousands of students enrolled in Mays and help other business schools, especially MSIs, better prepare students for global business. TAMU CIBE-supported pedagogical research will advance the effectiveness of IB instruction;

***(2) Provide instruction in foreign languages and international studies necessary for businesses to have an effective working knowledge of the languages, cultures and customs of foreign countries.*** CIBS will work closely with the College of Liberal Arts (European and Classical Languages, Arabic and Asian Languages, and Hispanic Studies) to provide extensive credit and non-credit business language instruction for business people, students, and faculty;

***(3) Provide research support as well as training and education in significant aspects of trade, culture, and related international studies.*** The TAMU CIBE program, will provide financial and technical support for IB research by faculty and Ph.D. students to understand and enhance global business operations. The CIBE will design and offer faculty and student exchange as well as work-study and internship opportunities that build expertise in all of the world's regions where the U.S. has critical strategic and commercial interests especially Asia;

***(4) Supply training and instruction to nonbusiness as well as business students.*** The TAMU CIBE initiative will provide a broad array of courses, study abroad, and mentoring for nonbusiness students and faculty to assist them in gaining an understanding of key cultural, economic, political



and social issues of nations;

***(5) Create educational and research activities aimed at fulfilling the training and instructional needs of national and regional businesses to become successful competitors in foreign markets.***

The CIBE outreach *Activities* are designed to help the business community: (a) gain skills and knowledge to excel in the global marketplace, (b) increase understanding of critical differences in cultures, institutions, and business regulations in world markets; (c) develop foreign language skills; and (d) participate in overseas trade missions and educational tours;

***(6) Provide service to other colleges and universities within the TAMU CIBE's region and to their faculties and students.*** The TAMU CIBE program will work, especially with MSIs, within the region (TAMUS and SACS) to help them internationalize their courses, curricula, and faculty and pursue funding opportunities. TAMU CIBE will provide: (a) IB course materials and curriculum guidance; (b) seminars, workshops, and access to trade certification programs; (c) overseas educational experiences for faculty/and students; and (d) cooperative research.

## **B. PROJECT IS COHERENT AND SUSTAINABLE**

The proposed 33 *Activities* are designed to provide a coherent and sustained program of IB education, training/outreach and research. The **Education Activities** represent long-term investment in student intellectual capital, generating high financial returns for many years to come as international business managers and, in the case of today's doctoral students, more business professors who understand the nature and importance of international business. The **Outreach Activities** allow hundreds of executives to gain skills and knowledge that will allow them to take advantage of opportunities in the global marketplace especially in emerging economies. The internationalization of the TAMU business faculty and other faculty in the region and across the nation through **Research Activities** constitutes another form of enduring investment in intellectual capital. Further, new courses developed with TAMU CIBE resources will become part of the

permanent curriculum, benefiting students for many years. The TAMU CIBE program will also make enduring tangible investments in international education delivery systems by developing **technology-based** educational materials (Internet- based, Pod- and Webcast, Webinars, etc.). The creation of web-based learning courses and teaching materials that are in full compliance with the *Department of Education's General Education Provisions Act (GEPA)* will assure their full dissemination to all Americans. Finally, long-term sustainability of TAMU CIBE programs is augmented by the Center's demonstrated ability to secure external funds.

### **C. PROJECT'S ONGOING LINE OF RESEARCH AND INQUIRY**

Title VIB mandates that CIBEs conduct “*research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula; and research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.*” The **Research Activities** proposed for 2018-2022 are specifically designed to address issues that have a direct bearing on U.S. competitiveness, innovation and multinational business strategies, especially as they relate to emerging economies and IB education. This research agenda is made possible since Mays faculty possess a wide range of pertinent expertise, including trade and investment issues, the strategic and operations management of multinational corporations, the formation of global business alliances and joint ventures, cross-cultural management, information security, emerging economies, global supply chain management, global innovation and marketing, international financial markets and IB education. See **Exhibit-2** for a sampling of recent Mays faculty research.

There are also significant faculty assets in sister colleges, such as Liberal Arts (foreign language/regional studies), Agriculture (agribusiness/agro-terrorism), and the Bush School (foreign affairs/national security) (**Sup-6**). The human resources available to carry out these *Activities* are considerable, not only at TAMU but in the network of relationships and partnerships

that the TAMU CIBE has developed (Sup-7 and Sup-9). The TAMU CIBE program will utilize its extensive human and other assets in carrying out these proposed *Activities* for the next four years and thereby provide a coherent, sustained program of research in the field of American business competitiveness.

#### **Exhibit-2**

##### **Selected 2014-17 Mays IB Research Publications**

- Gaspar, Julian; Arreola-Risa, Antonio; Bierman, Leonard; Hise, Richard; Kolari, James; and Smith, L. Murphy (2017). *Introduction to Global Business: Understanding the International Environment & Global Business Functions*, 2e. Cengage.
- Eden, Lorraine; Li, Dan; and Josefy, Matthew (2017). *Agent and Task Complexity in Multilateral Alliances: the Safeguarding Role of Equity Governance*, Journal of International Management
- Eden, Lorraine and Gupta Susan (2017). *Culture and Context Matter: Gender in International Business and Management*, Cross Culture and Strategic Management
- Eden, Lorraine (2015). *The Arm's Length Standard: making the Work in a 21<sup>st</sup> Century World of Multinationals and Nation States*, Oxford Scholarship Online
- Eden, Lorraine (2016). *Multinationals and Foreign Investment Policies in a Digital World*
- Eden, Lorraine, He Xiaoming, and Hitt Michael A. (2015). *The Renaissance of State-Owned Multinationals*, Thunderbird International Business Review
- George, G., Corbishley, C., Khayesi, J. N. O., Haas, M. R., and Tihanyi, L. (2016). From the Editors. Bringing Africa in: Promising directions for management research. *Academy of Management Journal*, 59: 377-393.
- Hitt, Michael A., Ireland R. Duane, and Hoskisson Robert E. (2014). *Strategic Management Cases: Competitiveness and Globalization*, South-Western
- Hitt, Michael A., Xu Kai, Dai Li, and Batjargal Bat (2016). *Firm performance and CEO Turnover: A subnational Institutional Perspective*
- Hitt, Michael A., Marano Valentina, Arregle Jean-Luc, Spadafora Ettore, and Essen Marc van (2016). *Home country Institutions and Internationalization-Performance Relationship: a meta-analytic review*, Journal of Management.
- Hitt, Michael A., He Xiaoming, and Eden Lorraine (2016) *Shared Governance: Institutional Investors as a Counterbalance to the State in State Owned Multinationals*, Journal of International Management.
- Michael A. Hitt, R. Michael Holmes Jr., Haiyang Li, Kaitlyn DeGhetto, and Trey Sutton (2015). *The Effects of Location and MNC Attributes on MNCs' Establishment of Foreign R&D Centers: Evidence from China*, Long Range Planning.
- Hitt Michael A., Eden Lorraine, He Xiaoming, and (2015). *The Renaissance of State-Owned Multinationals*, Thunderbird International Business Review.
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#### **D. PROJECT HAS SPECIFIED AND MEASURABLE GOALS AND OUTCOMES**

To achieve the statutory program goals and the corollary targeted objectives, TAMU has designed CIBE program *Activities* expected to yield measurable outcomes and impacts consistent with objectives attained. For each of the 33 *Activities*, specific outcome goals, performance

measures, and an evaluation plan have been established (Sup-26 and Sup-27).

#### **IV. QUALITY OF THE MANAGEMENT PLAN**

##### **A. MEETING THE PROJECT OBJECTIVES ON TIME AND WITHIN BUDGET**

Texas A&M's CIBE program has a leadership team with a well-established record of planning and managing successful IB educational, research, and outreach *Activities* and is backed by the full support of the administration and faculty of one of the largest business schools and state university systems in the nation. Plans for the 33 *Activities* to be conducted by the TAMU CIBE program during the 2018-2022 funding period have been developed in accordance with the TAMU's proven planning, programming, budgeting, and evaluation model. The framework for this model is the legislation authorizing the CIBE program. This statute states the goals to be pursued and sets forth the mandated and permissible activities that are to be utilized to achieve these goals. The TAMU CIBE program establishes program objectives that will achieve the statutory project goals and then plans and develops program Activities based on an extensive *needs assessment* and the set of legislatively mandated and permissible activities to accomplish these objectives (Sup-18, Sup-19 and Sup-20). Accomplishing these *Activities*, will yield target outputs and outcomes which will be compared to actual performance measures and indicators to assess progress in the achievement of the target objectives (Sup-26 and Sup-27). Further, outputs are mapped against input flows to assess the cost effectiveness of the *Activities*.

A Project Design and Management Plan (Sup-22) has been developed for each *Activity* that describes in detail the TAMU CIBE program's management plan; clearly setting forth designated responsibilities, explicit timelines, and milestones for accomplishing activity tasks and **Sup-23:** **Timeline, Milestones, and Principal Outcomes** provides a quick overview. Detailed budget information for each *Activity* is provided in **Sup-25: Budget Notes**; and **Sup-28: Budget Spreadsheets Detailed by Activity/Budget Category**.

## **B. TIME COMMITMENTS OF PROJECT DIRECTOR AND KEY PERSONNEL**

The TAMU CIBE team will manage the operations of the 2018-2022 program (**Sup-21: TAMU CIBE PROGRAM Organizational Chart**). The key individuals are listed below, along with their respective titles and their percentage allocation of time. In each case TAMU will cost share with the ED and will utilize other internal and external sources of support so that federal funding can be leveraged efficiently.

- Dr. Julian Gaspar, Principal Investigator and Executive Director of the Center for International Business Studies (CIBS) has managed CIBE operations since its inception 27 years ago, will commit 80% effort to the CIBE. TAMU will cost-share his time at the rate of 40% for years 1 through 4. ED is requested to support 40% of his salary for years 1-4.
- Mr. Jye Shafer, Program Manager of the CIBS will devote 100% of his time to the TAMU CIBE Activities. ED funds are requested to cover 50% of his salary for the grant period and TAMU funding will provide 50%.
- Ms. Oksana Nekrashevych, Business Coordinator for Administration and Fiscal Affairs, will commit 100 percent of her time to the TAMU CIBE program. ED funds are requested to cover 50% for years 1 through 4. TAMU will provide 50% salary support for years 1 through 4.
- Ms. Natsuki Hara, Administrative Coordinator for Office Management, will commit 100 percent of her time to the TAMU CIBE program. ED funds are requested to cover 50% of her time and TAMU will provide 50% salary support.
- Dr. Michelle Diaz, Director, Curriculum and Assessment Committee, will commit her time to provide consultation on the design, implementation, analysis and evaluation of the ongoing TAMU CIBE program and will be compensated by ED at \$5,000 each year.
- Dr. Henry Musoma, Assistant Director, CIBS will commit 20% of his time toward student outreach programs. ED is requested to fund 10% of his time with the rest provided by TAMU.

- *Dr. Michael Pustay*, Associate Director of TAMU CIBE Educational Programs, will commit 5% of his time to the TAMU CIBE. No ED funds are requested.
- *Dr. Lorraine Eden*, Associate Director of TAMU CIBE Research Programs, will dedicate 5% of her time to head the research agenda described in this proposal. No ED funds are requested.

Other Mays faculty who will work closely with the TAMU CIBE include: *Dr. Arreola-Risa*, *Dr. Bierman*, *Dr. Araujo*, *Dr. McGowan*, *Dr. Hitt*, *Dr. Ireland*, *Dr. Lester*, *Dr. Kolari*, *Dr. Mahajan*, *Dr. Shandley*, *Dr. Shankar*, *Dr. Koufteros*, *Dr. Tihanyi*, *Dr. Varadarajan*, *Dr. Panina*, *Dr. Flint*, *Ms. Guyton*, *Ms. Sanders*, *Dr. Paetzold*, *Dr. Boswell*, *Dr. Pappu*, *Dr. Welch*, *Dr. Jasperson* and *Mr. Lewis* at no cost to ED.

University administrators and faculty such as *Dr. Benedik* (Chief International Officer TAMU), *Dr. Droleskey* (Executive Director, Global Program Support Effectiveness), *Mr. Wootten* (Associate Vice President for External Affairs), *Dr. Drysdale* (Director, Undergraduate Programs), *Dr. Windle* (Assoc. Director, Undergraduate Programs), *Ms. Katy Lane*, (Associate Director, Study Abroad Office), *Dr. Arizpe* (Director, Hispanic Studies Department), *Ms. Burton* (TAMU Career Services), *Dr. Ayari* (Professor, Arabic Studies) will dedicate a percentage of their time to specific TAMU CIBE Activities at no cost to ED.

The TAMU CIBE will also draw upon the resources, international knowledge and experience of faculty members from the Colleges of Agriculture, Engineering, Liberal Arts, and the Bush School and its network of collaborative partnerships in Texas and across the nation and globe [please see (Sup-6-10); and **Sup-3: Letters of Support**], at no cost to ED. In summary, the TAMU CIBE management team (Sup-21) and its operational plan will serve as a model project and national resource for international business education and research.

## **V. QUALITY OF PROJECT PERSONNEL**

The TAMU CIBE program is directed by a team (Sup-21) of highly regarded international educators and researchers from diverse backgrounds and with significant educational, research, and operational experience. Moreover, this administrative team has three decades of experience in managing a large and successful international business education, research, and outreach center (Sup-24: Resumes, Faculty Editorial Positions, and IB Research).

### **A. QUALIFICATIONS OF THE PROJECT DIRECTOR**

The Principal Investigator for the TAMU CIBE activity is **Dr. Julian Gaspar**, who is the current CIBE Director, Professor of International Finance, Executive Director of Mays Center for International Business Studies, (CIBS), Chair of Mays International Business Policy Committee, and Mays Representative of TAMU's International Policy Committee. Dr. Gaspar was the chief operational officer of the TAMU CIBE program from 1991-2012 and has been PI directing the TAMU CIBE since 2012. He has been the Principal Investigator of several grants (U.S. Department of State – Bureau of Cultural and Educational Affairs, Eurasia Foundation, USAID, etc.), that have led to internationalization of over two dozen Mays faculty colleagues. Dr. Gaspar received his MBA in Finance and International Business from Indiana University and Ph.D. in International and Monetary Economics from Georgetown University. He has unique international business qualifications as a practitioner with multinational and multilateral institutions as well as an academic and administrator. After receiving his Ph.D., Dr. Gaspar worked with Bank of America in Tokyo and San Francisco as a country/industry risk economist (Asia). He then joined the World Bank as an international economist for the Asia, Middle East, and Eastern Europe Departments before joining TAMU in 1991. He is an expert in international economic development and finance. Having traveled and worked in over 67 countries, Dr. Gaspar frequently consults with the U.S. Department of State on international business and economic projects related

to developing and transition economies. He conducts three overseas study programs for Mays each year in China, France, and India. Dr. Gaspar is the lead author of two textbooks: Introduction to Global Business 2<sup>nd</sup> ed. (Cengage Learning, 2017) and Introduction to Business: Globalization, Ethics, and Technology 2<sup>nd</sup> ed. (Yolo Learning Solutions, 2016).

## **B. QUALIFICATIONS OF OTHER KEY PERSONNEL**

Other key TAMU CIBE program operational personnel include Mr. Jye Shafer (student exchange and faculty-led study abroad programs), Ms. Oksana Nekrashevych (budget and fiscal programs), Ms. Natsuki Hara (office administration), and Dr. Henry Musoma (student outreach programs). Dr. Michael Pustay and Dr. Lorraine Eden administer the TAMU CIBE program's educational and research activities respectively. Dr. Michelle Diaz oversees performance evaluation and assessment of TAMU CIBE activities. Dr. Bob Shandley, Head, TAMU's International Studies Program of the College of Liberal Arts, and Dr. Victor Arizpe, Professor of Hispanic Studies are actively involved in joint programs with the TAMU CIBE.

**Jye Shafer**, CIBS Program Manager is active in managing overseas program (student exchange, study abroad, and work-study/internship) promotion, implementation, and management. He is also the Academic Advisor for incoming and outgoing exchange students. He coordinates conference and workshop planning, enables visits by international scholars, develops and disseminates Center activities via the center's website and social media.

**Oksana Nekrashevych**, Business Coordinator is responsible for TAMU CIBE program's budget and administration. She assists with financial planning, funding TAMU CIBE program's education, research, and outreach activities and keeping the various international programs in compliance with university, state and federal fiscal reporting standards.

**Natsuki Hara**, Administrative Coordinator is responsible for providing effective operational support for the TAMU CIBE academic, research and outreach activities. Natsuki



overseas the CIBS Student Ambassadors program and she is also responsible for the K-12 teacher internationalization activities.

**Dr. Henry Musoma**, Assistant Director is responsible for student programs including recruitment of Regents Scholar and leading a select group Regents Scholars to South Africa each summer and is also the advisor of two student organizations IBA and Global Business Brigades. Dr. Musoma is also a member of the CIBE program evaluation team.

**Dr. Michael Pustay**, Professor of Management, is Associate Director for Educational Programs. Dr. Pustay is coauthor of a widely-used international business textbook, *International Business – A Managerial Perspective* (Prentice-Hall, 7<sup>th</sup> ed.). He teaches in the FDIB domestic programs directed to MSIs and offers International Business courses for undergraduates and International Business Policy course for MBAs.

**Dr. Lorraine Eden**, Professor of Management, is CIBE Associate Director for Research. Dr. Eden is currently the President of the Academy of International Business and served previously as Editor-In-Chief of the Journal of International Business Studies (JIBS). A prolific researcher, she is the author of seven books and more than 100 journal articles, she has received numerous awards. She served as V.P. and 2002 Program Chair of the Academy of Intl. Business and was selected an AIB Fellow in 2004. She coordinates Mays-Bush School education/research programs.

**Dr. Michelle Diaz**, Director of Mays Curriculum and Assessment Committee is an Assistant Professor of Accounting. Dr. Diaz conducts ongoing evaluation of the Mays undergraduate program, and is responsible for AACSB assessment reporting. She is recognized for her expertise in curriculum assessment and evaluation.

**Dr. Robert Shandley**, Head of the College of Liberal Arts' International Studies Department is an advocate of our joint partnerships on various CIBE activities related with International and Hispanic Studies, Languages and Area studies especially those related to Asia.

**Dr. Victor Arizpe**, Professor of Spanish and Director of Hispanic Study Abroad Programs at TAMU. He will leverage his extensive experience in planning and developing Spanish for Business courses and overseas internship training of Hispanic students to extend those initiatives to MSIs in Texas and SACS indicated in proposed CIBE *Activities*.

**Ms. Cindy Billington**, Director Corporate and Alumni relations with Mays Business School, is responsible for regular communication with and access to Mays alumni and corporate sponsors. She will survey our students to measure the effectiveness of our various programs.

Numerous advisors, faculty, staff and CIBS advisory council members will play significant roles in TAMU CIBE *Activities*. Please see the list of CIBS Advisory Council Members and brief bio of the TAMU CIBE program administrative team, and faculty (Sup-1 and Sup-24).

### **C. ENCOURAGES APPLICATIONS FROM UNDER-REPRESENTED GROUPS**

The TAMU System has been an equal opportunity, affirmative action employer for many years and is strongly committed to the hiring and selection of staff and faculty, graduate and undergraduate students, and other participants in its programs without reference to or consideration of race, religion, color, national origin, gender, age or disability. The TAMU CIBE will continually seek to provide full access, fair treatment, and participation in its programs in full accordance with the Department of Education's *General Education Provisions Act (GEPA)*. TAMU, Mays Business School, and the CIBE will work to enhance participation by men and women coming from under-represented groups in all CIBE *Activities*. A number of *Activities* are specifically focused on increasing participation by *under-represented* groups (**A1: Regents Scholars Certificate of Achievement in Sustainable Business in South Africa**; **A2: Overseas Immersion: IB in Emerging Economies**; **A5: Global Living & Learning Community and Global Thought Leadership Academy**; **A6: International Business Internship Empowerment**; **A7: Mays Global Ambassadors**; **A8: Model Arab League**; **A9: Internationalization of Doctoral Business Students**;

*A10: Summer Culture and Language Institute; A24: Effectiveness of Offering IB Certification Utilizing MOOCs; A27: Global Business Education of MSIs and Community Colleges; A28: Domestic FDIB and Language Programs); and A29: Overseas FDIB Programs.*

## **VI. ADEQUACY OF RESOURCES**

### **A. TAMU CIBE ACTIVITIES ARE COST-EFFECTIVE**

The preceding sections of this proposal have outlined plans for how the 33 TAMU CIBE *Activities* will be implemented during the 2018-2022 period in a cost-effective manner using both ED and non-ED funds and resources. They reflect the input of numerous experienced administrators, faculty, and staff serving Mays and the CIBS. The proposed *Activities* build on the achievements, experience, and extensive resource base stemming from 28 years of successful TAMU CIBE program operation. CIBS accomplishments have enabled the CIBE program to gain significant levels of non-ED external financial support for the 2018-2022 *Activities* through its extensive network of governmental, business, and personal contacts and relationships. The requested ED grant outlined in this proposal will be combined with TAMU and other external resources to fund the growing global business education, research and outreach efforts at TAMU CIBE. This success has served to generate additional external resources such as the recent five-year €700,000 research consortium network grant to study “Innovation, Entrepreneurship and Finance” provided by the German Academic Exchange Service (DAAD), which further *leverages* the impact of ED monies on international education, research, and outreach (Sup-25 and Sup-28). The total funding requested from the Education Department for the 2018-2022 period is \$1,227,720 or an average annual funding of \$306,930. The amount of funds requested from ED is 49.1 percent of the total estimated cost. Texas A&M University will contribute \$1,274,625 or an average annual amount of \$318,656 which is 50.9 percent of the grand total. In addition to the salaries budgeted as TAMU matching, several TAMU administrators and faculty members will be

coordinating specific *Activities* at no cost to ED.

## **B. SUPPORT FROM TEXAS A&M UNIVERSITY AND MAYS BUSINESS SCHOOL**

The TAMU CIBE program has more than adequate facilities, equipment, and personnel to support the 2018-2022 project. The TAMU CIBE is backed by the full support and extensive resources of the administration and faculty of Texas A&M University and Mays Business School (Sup-5). The TAMU CIBE program also has the support of an extensive network of professionals and organizations in Texas, across the nation and world (Sup-7, Sup-8 and Sup-9). The TAMU CIBE program will utilize all these resources to support the *Activities* planned for 2018-2022.

### **1. TEXAS A&M UNIVERSITY RESOURCES**

As a federally designated Land-grant, Sea-grant, and Space-grant university, TAMU has a strong foundation of resources to support the TAMU CIBE *Activities*. The University is dedicated to providing high quality, *globally oriented instruction* for students, *international research and development opportunities* for faculty and doctoral students, and *international outreach programs* to assist economic development and global competitiveness in Texas and the U.S. The TAMU CIBE has the resources to accomplish all of the above (Sup-4).

**Operational.** TAMU is located on a 5,200 acre campus, including a 400-acre Research Park, supported by more than \$9 billion endowment. The TAMU System consists of 13 academic institutions in Texas and one in Doha, Qatar and seven State Agencies that comprise an extensive educational & research network across the state. TAMU is also the home of the George Bush Presidential Library and Museum, the Norman Borlaug Institute for International Agriculture (named after the 1970 Nobel Peace Prize recipient who was a TAMU faculty), the Integrative Center for Homeland Security, and the newly created Mays Innovation Research Center as well as the McFerrin Center for Entrepreneurship.

**International Programs.** The Global Partnership Services (GPS) office oversees TAMU's

international activities (Sup-12). GPS supports the efforts of Colleges and Centers to infuse an international dimension into their teaching, research, and public service programs. GPS provides assistance with over 117 formal research and exchange agreements, 800 international faculty and scholar visits per year, and 5,900+ foreign students from 120 countries each year. During the 2016-17 academic year, a total of 5,539 TAMU students studied abroad on credit-bearing programs enabling the university to be Ranked #1 among public universities in the U.S.

**Research.** TAMU is a nationally and internationally recognized research university that conducts more than \$866M in sponsored research each year and is ranked a top 20 university nationally. TAMU has a large research faculty and exceptional information technology, computer facilities, and research library resources. TAMU consistently ranks in the top ten universities in the number of Fulbright Scholars. TAMU is only the second U.S. university to form a major research partnership with Mexico's *National Council for Science and Technology (CONACYT)*, which is Mexico's equivalent of the National Science Foundation. A major research entity, the TAMU *Integrative Center for Homeland Security*, serves as an umbrella organization for supporting security related research and training, including the *National Center for Border Security & Immigration* and *Center for Foreign Animal & Zoonotic Disease Defense*.

**Computer Facilities.** TAMU students and faculty have access to state-of-the-art computer resources, both wired and wireless. The *TAMU Computer & Information Services (CIS)* provides 24/7 computing resources and support (*Help Desk Central*) to facilitate the academic, research, and administrative endeavors of TAMU students and faculty. CIS supports the TAMU Internet backbone, supercomputing facility, and email services and provides an engineering team, installation team, system team, computer training, and a graphics laboratory.

**Technology-Based/Distance Education.** TAMU offers a growing number of technology-based courses, training and certificate programs. The TAMU *Office of Distance Education* and the

*Instructional Technology Services* staff provide full support (Blackboard Vista, Centra, StudyMate, Camtasia, e-campus, etc.) for those developing or enrolled-in technology-based educational programs. The *Trans-Texas Video Conference Network* (TTVN) provides two-way conferencing to 13 TAMU System campuses and more than 250 videoconference sites in 45 Texas cities, Mexico City, Costa Rica, and Qatar and to over 140,000 desktops simultaneously (Sup-7).

**Library Resources:** The Texas A&M Library System (5 libraries) research collections number over 5.2M volumes, including 1.5M e-books. The *Online Computer Library Center* national database provides 24/7 access to 54M bibliographic records in more than 53,000 libraries in 96 countries. TAMU ranks 2<sup>nd</sup> for electronic serial expenditures among U.S. public academic libraries.

## **2. MAYS BUSINESS SCHOOL RESOURCES**

The TAMU CIBE has the full support and commitment of education and research resources from the Dean, department heads, faculty, and staff in Mays Business School. Mays will contribute \$1.28M in matching for the 2018-2022 budget in salaries, benefits, scholarships, and operating costs for the administration of the TAMU CIBE Program. The TAMU CIBE program draws upon the resources and personnel from the *Mays administrative offices* and the *Center for International Business Studies (CIBS)*; and its research and outreach oriented sub-centers—*Center for Study of Western Hemispheric Trade (CSWHT)* and the *North American Business and Public Policy Studies Program*. Mays has formal student exchange programs with more than 40 business schools in Africa, Asia, Europe, and Latin America (Sup-10), access to over 117 TAMU research and exchange agreements worldwide and third-party programs (Sup-17). The TAMU CIBE program also receives technical and financial support from Mays and income from the \$2.3 million CIBS endowment. Many TAMU administrators and faculty have committed to work directly with the TAMU CIBE program on the proposed 33 *Activities* and other initiatives. The effective cost share

of the TAMU CIBE will be more than double the amount requested of ED.

The TAMU CIBE program is housed in the Wehner Building, a \$54 million, 248,000 square feet facility. Computer network accessibility (wired and wireless) with Windows 10 computers equipped with MS Ink and classroom Smart- equipment seamlessly interconnects students, faculty, and administrative offices 24/7. The building also includes a distance-learning classroom equipped with interactive video- conferencing equipment, a 475-seat auditorium, and an *Executive Development* facility for hosting outreach *Activities*. Students have 24- hour access to six computer labs. The Reliant Energy Security & Commodities Trading Center was expanded recently to accommodate over 50 students. The West Campus Library, located adjacent to the Wehner Building, is a state-of-the-art electronic library dedicated exclusively to business research, with all resources accessible via the Internet— electronic databases, journals, and Internet resources. The building seats 1,000 students, with computer workstations, project meeting rooms, and a microcomputer center.

The Mays Business School has centers of excellence dedicated to conducting domestic and international education, research and training for faculty, students, and executives (Sup-15): the *Center for Human Resource Management*— a catalyst for research and education in human resource development; the *Center for Management Information Systems*— conducts research and training on information systems, supply chain management and cyberterrorism; the *McFerrin Center for Entrepreneurship*— works closely with SMEs and start ups on timely issues related to global entrepreneurship and entrepreneurial innovation; the *Center for Retailing Studies*— promotes and supports retailing career development through student and executive programs, and resources for retailing research; the *Center for Executive Development*— provides domestic/international executive education for leading organizations in house or abroad; the *Real Estate Center*— the nation's largest publicly funded real estate research organization; the *Reliant Energy, Securities*

*and Commodities Trading Center*– enables students and faculty to gain hands-on foreign exchange, commodities, and securities trading experience mirroring the “real” global marketplace; and the *Mays Innovation Research Center* which focuses research on the crucial role of innovation in enhancing America’s international competitiveness.

The TAMU CIBE program is very fortunate to have access to these extensive resources of facilities, equipment, and personnel to support the 2018-2022 CIBE project.

## **VII. QUALITY OF PROJECT EVALUATION**

Over the years the CIBS, in collaboration with the TAMU Office of Institutional Assessment, CIBE Advisory Council, Mays AACSB Learning Assurance Program, TAMU Personalized Instructor/Course Appraisal System (PICA) and CIBE Study Abroad Assessment Consortium has established strategic processes and instruments to: (a) assess TAMU CIBE activities and IB learning/training of students and executives, (b) draw conclusions from that assessment, and (c) implement continuous refinement of TAMU CIBE educational, research and outreach activities.

Building upon this foundation of evaluation and continuous improvement processes, the TAMU CIBE program will conduct a systematic evaluation (formative and summative) of its 2018-2022 *Activities* and processes, using objective performance measures, to provide reliable and meaningful quantitative and qualitative evidence about grant operations and outcomes. ED is requested to provide \$5,000 each year to support the evaluation process. For each of the 33 *Activities*, specific **outcome goals** and **performance measures** have been established (Sup-26) and an Evaluation Plan (Sup-27) has been developed. *Qualitative* and *quantitative* data collection procedures will be employed in the evaluation process to determine how well specific **outcome goals** and **target standards** have been accomplished for each *Activity* and to provide *Government Performance and Results Act (GPRA)* data for the *International Resource Information System*



(IRIS) reporting system annually. The data will be compared to the **target standards** to identify favorable and adverse variances. Large variances will be assessed for likely causes, and when necessary, appropriate adjustments to the *Activity* will be implemented.

Dr. Michelle Diaz, Mays' representative of TAMU Office of Institutional Assessment and recognized for her evaluation expertise, will lead the evaluation process of the TAMU CIBE project. Due to the breadth of this project, the TAMU CIBE has assembled an internal team to conduct ongoing assessment. The evaluation team will meet during each summer semester to assist with the development and execution of the evaluation process and the implementation of continuous improvement based on the quantitative and qualitative data collected for each *Activity* and input from the *activity leaders*, *Mays AACSB Learning Assurances Program*, and *CIBE Advisory Council*. In addition to Dr. Diaz whose expertise is in Curriculum and Education Activities, the evaluation team is made up of two members, each overseeing specific areas of expertise: Dr. Daria Panina, Associate Professor of Management (Research and Overseas Study Activities), and Dr. Henry Musoma (Outreach Activities), Director of Regents Program. The formative evaluations will address questions about the processes of developing and managing the TAMU CIBE *Activities* and the summative evaluations will assess program outcomes against baseline data collected early in the project. Evaluation results will be used to assess the quality and effectiveness of the project and to stimulate a continuous improvement cycle.

The evaluation team has constructed a range of *outcome goals*, *performance measures*, *target standards* and *assessment methods* to carry out an ongoing review of specific *Activities* and processes (**Exhibit-3: A sampling of Sup-26**). Such review will provide timely information and data about the impact and effectiveness of the education, research, and outreach objectives of the 2018-2022 TAMU CIBE project.

Exhibit 3: A Sampling of <u>Supplement 26</u> – TAMU CIBE PROGRAM: Performance Measurement Form		
Goal Statement	Performance Measures	Activities
<b>EDUCATION</b>		
<b>1. Infuse global competency in first generation university-bound students.</b>	A) Create and offer a Regents Scholars Certificate program. B) Increase global skills/knowledge survey by 50%	A1) Develop global perspective courses and activities. A2) Develop short-term overseas study trips. B1) Provide global perspective courses and activities. B2) Provide opportunities to engage with international students.
<b>RESEARCH</b>		
<b>16. Determine the role of int'l entrepreneurship and new venture creation in American Global Competitiveness.</b>	A) Identify key issues in the conduct of global entrepreneurship. B) Determine leveraging strategies to enhance U.S. business competitiveness.	A1) Provide support for int'l entrepreneurship research and dissemination. A2) Partner with the Center for New Ventures and Entrepreneurship. B1) Conduct research across cultural and national boundaries in the “underground” and “informal” economy. B2) Leverage data collected from 630 entrepreneurs in U.S., France, China and Russia to evaluate effect of entrepreneur social networks on new venture performance across cultures and institutional environments.
<b>OUTREACH</b>		
<b>32. Increase foreign Language Communication competence of students, faculty, and the business community.</b>	A) Develop “non-credit” language training with the CIBE Virtual Lab. B) Offer teacher-led intensive language courses during the fall and spring semesters.	A1) Create technology-based programs. A2) Provide native speaker tutorials. B1) Develop beginning and intermediate Spanish course. B2) Develop beginning and intermediate French course.
See Supplements 26 ( <i>Performance Measurement Plan</i> ) and 27 ( <i>Evaluation Plan</i> ) for more information		

Quantitative evaluation criteria will be supplemented by qualitative assessments that provide equally valuable viewpoints on performance achievements and areas that merit improvement. Examples of important qualitative evaluation criteria to be employed include: students blogs about courses and study abroad programs; feedback from Advisory Council members; and meetings with small business employees that have completed outreach programs.

The quantitative and qualitative data collected will be used to continuously improve the TAMU CIBE *Activities* and to submit an annual performance report to the ED and to provide *GPRA* data for the *IRIS* reporting system.

## VIII. COMPETITIVE PREFERENCE PRIORITY 1: Business Collaboration

As summarized in Exhibit-1, pg. 29 and based on past relationships, the following TAMU CIBE *Activities* are planned in cooperation with professional organizations like NASBITE (for export

certification programs), third-party providers (for apprenticeship/internship opportunities), and state and federal agencies (District Export Councils, SBDCs, Dept. of Commerce, USDA, etc.) for work-study opportunities: Education: 2, 3, 4, 6, 12; Research: 16, 21; and Outreach: 30, 31, 32.

#### **IX. COMPETITIVE PREFERENCE PRIORITY 2: Collaboration with MSIs and Community Colleges**

TAMU CIBE has a successful history of collaboration with community colleges (e.g., language programs), HBCUs like Prairie View A&M University and Hispanic Serving Institution like Texas A&M University Corpus Christi (see letters of support) and MSI FDIB programs. TAMU CIBE *Activities* are designed to incorporate international, intercultural, and global dimensions into the business curriculum of MSIs and community colleges. TAMU CIBE *Activities* for 2018-22 related to Priority-2 are summarized in Exhibit-1 and include: Education: 2, 3, 6, 9, 10, 11; Research: 24; and Outreach: 27, 28, 29, 31.

#### **X. INVITATIONAL PRIORITY: Activities focused on language instruction to prepare IB professionals.**

TAMU CIBE *Activities* for 2018-22 related to Invitational Priority are summarized in Exhibit-1 and include: Education: 2, 3, 4, 5, 6, 8, 10, 11, 14; Research: 24, 25; and Outreach: 28, 32.

## Other Attachment File(s)

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## Supplement 1

### **CIBS: Advisory Council**

The TAMU CIBE Advisory Council was created in 1990 as the successor to the Center for International Business Studies Board of Advisors, which had been in effect since 1986. The Council has both external (to TAMU) and internal (TAMU) members. The **internal members** include administrators and faculty in Mays, the Bush School of Government and Public Service, the Colleges of Liberal Arts, Agriculture, and Engineering, and the Executive Director for Global Partnership and Outreach Effectiveness. **External membership** includes local, state, and national business executives, and public sector officials and other professionals. Also as required— *“one representative appointed by the Governor of the State whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs”*— **Mr. Michael Treyger\*** was appointed by Texas Governor Greg Abbott to serve on the TAMU CIBE Advisory Council. The combined internal and external membership brings a considerable measure of diversity that is very helpful to the CIBE in carrying out the wide variety of CIBE activities.

The full Council meets **annually at Mays Business School in Texas A&M University** (*during April*) to plan, evaluate and advise on CIBE activities. Dr. Gaspar conducts the annual meeting and visits with individual members via phone and/or in-person, as needed. The wide span of experience and resources that the Council membership provide is a valuable source of interdisciplinary counsel and funding to the Center in planning and organizing its global initiatives. Numerous council members are significant financial donors to the Center, thereby leveraging CIBE funds for study abroad scholarships and support the Center’s operations. Members also serve as visiting classroom lecturers, and use their contacts in the business world and government to identify and facilitate job opportunities for students.

#### **EXTERNAL MEMBERS**

**Ms. Tracy Anderson**

Anderson LLC  
Austin, TX

**Mr. Herbert (Bert) Baker**

Central Bank Houston  
Houston, TX

**Mr. Mark Camp**

Executive Director & Leader, Southwest Sub-Area  
Economics & Transfer Pricing Group  
Ernst & Young LLP  
Houston, TX

**Mr. Cyrill Eltschinger**

Strategic Advisor  
Beijing, China

**Dr. John E. Gamble**

Dean, College of Business  
Texas A&M Corpus Christi  
Corpus Christi, TX

**Ms. Kathleen Gibson**

President and Chief Executive Officer  
Southwestern Medical Foundation  
Dallas, TX

**Mr. John L. Kauth, III**

Partner  
International Asset Management Group, Ltd.  
San Antonio, TX

**Mr. John Kerner**

Senior Vice President, North America  
Expeditors International of Washington, Inc.  
Grapevine, TX

**Dr. Munir Quddus**

Dean, College of Business  
Texas A&M Prairie View  
Prairie View, TX

**Mr. Henry E. Sauvignat**

Vice President, International and Public Affairs  
International Bank of Commerce  
Laredo, TX

**Mr. Douglas C. Smith**

Senior Director, Windows Product Marketing  
Microsoft Corporation  
Redmond, WA

**Dr. Roberto Solano-Mendez**

Dean of Business School  
Universidad de Las Americas  
Puebla, Mexico

**Mr. Michael Treyger** *\*Appointed by the Governor*

Manager, Department of Business Assistance  
Office of the Governor (State of Texas)  
Austin, TX

**Mr. Brian L. Weiner**

Chief Executive Officer  
Periodicals Management Group  
(PMG) International, Ltd.  
San Antonio, TX

<b>INTERNAL MEMBERS</b> <b>(Texas A&amp;M University)</b>
--

**Dr. I. Yucel Akkutlu**

Director, International Petroleum Management  
Program  
Department of Petroleum Engineering  
Dwight Look College of Engineering

**Mr. Michael Alexander**

Director, Professional MBA Program  
Lecturer  
Mays Business School

**Dr. André Araujo**

Clinical Assistant Professor  
Department of Information and Operations  
Management  
Mays Business School

**Dr. Victor Arizpe**

Professor of Hispanic Studies  
Director, Hispanic Studies Study Abroad  
College of Liberal Arts

**Dr. Antonio Arreola-Risa**

Associate Professor  
Department of Information and Operations  
Management  
Mays Business School

**Mr. James Benjamin**

Department Head  
Deloitte Leadership Professor  
Department of Accounting  
Mays Business School

**Dr. Wendy Boswell**

Jerry and Kay Cox Professor of Management  
Department Head of Management  
Mays Business School

**Mr. Ronald S. Chandler**

Director, Center for Human Resource  
Management  
Mays Business School

**Ms. Suzanne Droleskey**

Executive Director  
Partnership and Outreach Effectiveness  
Global Partnership Services

**Mr. Peter K. Drysdale**

Director of Academic Services, Undergraduate  
Advising  
Undergraduate Program Office  
Mays Business School

**Dr. Lorraine Eden**

Gina and Anthony Barr'91 Professor  
President, Academy of International Business  
Mays Business School

**Dr. Jane Flaherty**

Director, Study Abroad Programs Office  
Texas A&M University

**Dr. David Flint**

Clinical Professor  
Department of Management  
Mays Business School

**Dr. Gregory Gause**

Professor and Head  
International Affairs Department  
Bush School of Government and  
Public Service

**Ms. Sally Guyton**

Senior Lecturer  
Assistant Director, Banking Program  
Department of Finance  
Mays Business School

**Dr. Charles Hermann**

Professor and Brent Scowcroft Chair in  
International Policy Studies  
Bush School of Government and  
Public Service

**Dr. Duane Ireland**

Executive Associate Dean  
University Distinguished Professor  
Benton Cocanougher Chair in Business  
Mays Business School  
Past President, Academy of Management

**Dr. James W. Kolari**

JP Morgan Chase Professor of Finance  
Department of Finance  
Mays Business School

**Dr. Richard H. Lester**

Clinical Professor  
Executive Director  
McFerrin Center for Entrepreneurship  
Mays Business School

**Dr. Linda Logan**

Professor and Director  
College International Programs  
College of Veterinary Medicine and Biomedical Sciences

**Dr. Arvind Mahajan**

Associate Dean for Graduate Programs  
Lamar Savings Professor of Finance  
Mays Business School

**Dr. Matthew Manley**

Clinical Assistant Professor  
Department of Information and Operations Management  
Mays Business School

**Dr. Stephen McDaniel**

Regents Professor of Marketing  
Director, Marketing Study Abroad Program  
Department of Marketing  
Mays Business School

**Dr. Rich Metters**

Department Head  
Tenneco Professor  
Department of Information and Operations Management  
Mays Business School

**Ms. Kris Morley**

Director  
Business Honors Program  
Mays Business School

**Dr. Henry Musoma**

Clinical Assistant Professor  
Assistant Director  
Center for International Business Studies  
Mays Business School

**Dr. Roger Norton**

Regional Director  
Latin America and the Caribbean  
Borlaug Institute for Int'l Agriculture  
College of Agriculture

**Dr. Daria Panina**

Clinical Associate Professor  
Department of Management  
Mays Business School

**Dr. Edwin Price**

H. G. Buffet Foundation Chair on Conflict and Development & Founding Director  
Borlaug Institute for Int'l Agriculture  
College of Agriculture

**Dr. Michael W. Pustay**

Assistant Department Head  
Anderson Clayton & Co. and Clayton Fund Professor  
Department of Management  
Mays Business School

**Dr. C. Parr Rosson III**

Professor and Head  
Department of Agricultural Economics  
College of Agriculture

**Ms. Joan Sanders**

Senior Lecturer  
Department of Accounting  
Mays Business School

**Dr. Robert Shandley**

Professor and Head  
International Studies Department  
College of Liberal Arts

**Dr. Venkatesh Shankar**

Coleman Chair Professor in Marketing  
Department of Marketing  
Director of Research, Center for Retailing Studies  
Mays Business School

**Dr. Nancy Simpson**

Clinical Professor  
Director, Undergraduate Special Programs Office  
Mays Business School

**Dr. Sorin Sorescu**

Department Head  
Ruby and Earl A. Shields Jr. '41 Chair in  
Investment Advising  
Department of Finance  
Mays Business School

**Dr. Rajan Varadarajan**

Distinguished Professor of Marketing  
Ford Chair in Marketing & E-Commerce  
Department of Marketing  
Mays Business School

**Dr. Arnold Vedlitz**

Professor and Bob Bullock Chair in  
Government and Public Policy  
Bush School of Government & Public Service  
Director Emeritus and Distinguished Research  
Scholar in the Institute for Science, Technology  
and Public Policy

**Dr. Linda M. Windle**

Associate Director  
Undergraduate Program Office  
Mays Business School

**Mr. Chad Wootton**

Associate Vice President for External Affairs  
Global Partnership Services  
Texas A&M University



## CIBE Assurance Form

**INSTRUCTIONS:** Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

David Hollingsworth, Director Contracts and Grants  
Name and Title of Authorized Representative

  
Signature

5/25/18  
Date

### Supplement 3

#### **TAMU CIBE PROGRAM: Letters of Support**

- 1. Governor Greg Abbott- Appointment of Michael Treyger to the CIBE Advisory Council**
- 2. Mr. Bill Flores, Member, U.S. House of Representatives**
- 3. Dr. Eli Jones, Dean, Mays Business School, Texas A&M University**
- 4. Dr. Gregory Gause, Professor and Head, Department of International Affairs, Bush School of Government and Public Service**
- 5. Dr. Alan Sams, Executive Associate Dean, College of Agriculture and Life Sciences**
- 6. Dr. Jenn-Tai Liang, Director of Graduate Studies, Harold Vance Department of Petroleum Engineering**
- 7. Dr. Salah Ayari, Instructional Associate Professor of Arabic and Arabic Studies, Department of International Studies, College of Liberal Arts**
- 8. Dr. Munir Quddus, Dean, College of Business, Prairie View A&M University**  
*(Designated as a Historically Black College and University (HBCU))*
- 9. Dr. John E. Gamble, Dean, College of Business, Texas A&M University, Corpus Christi**  
*(Primarily serving the Hispanic community in the State of Texas)*



GOVERNOR GREG ABBOTT

March 18, 2016

Mr. Michael K. Young  
President  
Texas A&M University  
1246 TAMU  
College Station, Texas 77843-1246

Dear Mr. Young:

I am pleased to make the following appointment to the Advisory Council of the Center for International Business Education and Research (CIBER) in the Mays Business School at Texas A&M University:

Michael Treyger  
Office of the Governor  
Department of Business Assistance  
P.O. Box 12428  
Austin, Texas 78711  
(512) 936-0530

Please contact David Whitley in the Governor's Appointments Office at (512) 463-1828, if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Greg Abbott".

Greg Abbott  
Governor

GA:dw

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515-4317

May 4, 2018

Tim Duvall, Ph.D.  
Senior Program Officer  
International and Foreign Language Education  
400 Maryland Avenue SW, Room 258-54  
Washington, DC 20202

Dear Dr. Duvall,

As the Representative of the 17<sup>th</sup> Congressional District of Texas, I am pleased to write this letter in support of the application submitted by the Texas A&M University Center for International Business Education (TAMU CIBE) for the Department of Education CIBE competition (FY2018-2022). The TAMU CIBE maintains the great tradition of Texas A&M University's service to Texas and the nation in its mission and achievements.

Largely because of the TAMU CIBE, the Mays Business School at Texas A&M is one of the top-rated international business programs in the nation. Students learn from faculty with global knowledge and vision, and have the opportunity to study at outstanding business schools and corporations around the world. The Mays Business School emphasizes the importance of foreign language, culture, and international issues; as a result, graduates are well-prepared to play a vital role in this nation's competitive response to global business and economic challenges.

Outreach to minority serving institutions (MSIs), the business community, and the general public is part of the CIBE mission, and the TAMU CIBE has responded to this mandate. TAMU is a leader in a consortium of CIBEs that provides outreach assistance to MSIs, including Texas A&M University-Corpus Christi and Prairie View A&M University. It has also helped Texas A&M become a global forum for discussion of critical international issues fueled by perspectives from visiting governmental leaders, academics and business executives from other nations.

I am proud to be a graduate of the Mays Business School and I know the Center for International Business Education will continue in its success. Thank you for your consideration of Texas A&M University's application.

With great respect,



Bill Flores  
Member of Congress, TX-17

7 May 2018

Tim Duvall, Ph.D.  
Senior Program Officer  
International and Foreign Language Education  
400 Maryland Avenue SW, Room 258-54  
Washington, DC 20202

Dear Dr. Duvall,

I am pleased to offer this letter of support for continuation of the Texas A&M University's Center for International Business Education (CIBE) for the 2018-2022 funding period. I do so because of the strong support and shared vision of global business education, research, and training of our faculty, staff, and students that is the core of the CIBE program. At Mays, we believe that the education of our students should include attainment of the international business knowledge as well as internship and cross-cultural skills that will prepare them to be global business leaders.

The CIBE is a major asset for Mays Business School and Texas A&M University for numerous reasons, of which the most important stems from the CIBE's efforts to internationalize our students, faculty, and curricula. The highly significant and very positive impact of the CIBE is apparent from the large number of Mays faculty members engaged in international business research, the availability of a wide range of both graduate and undergraduate international business courses in our curriculum, and the number, variety and quality of overseas study programs available to our students.

I am very pleased by the degree of globalization that has been accomplished in Mays, but even more pleased by its nature. Rather than creating a small cadre of faculty specialists in international business and limiting the reach of internationalization in the classroom to specialized programs, the effort has been to engage as many faculty and students as possible in the globalization process. However, this is an ongoing challenge – the job of internationalizing students and faculty is never complete. The arrival each year of new faculty and students (both graduate and undergraduate) continually renews the need for the internationalization programs of Mays and the CIBE.

In addition to our academic degree programs, Mays Business School has achieved globalization through our executive (non-degree) programs. This activity has a significant influence on our faculty and, through the experiences they bring to their classrooms on our campus, our students as well. While not directly related to our on-campus program, I believe our participation in these programs provide further evidence of our passion for international business education.

Sincerely,



**Eli Jones, Ph.D.** | Dean and Professor of Marketing  
Peggy Mays Eminent Scholar

April 26, 2018

Dr. Julian Gaspar, Executive Director  
Center for International Business Studies  
Mays Business School  
Texas A&M University  
College Station, TX 77843-4116

Dear Dr. Gaspar:

It is a pleasure to support the Center's proposal for renewal of your Title VI funding from the U.S. Department of Education. The Bush School benefits enormously from the work of your Center and our relationship with the Mays Business School. A significant number of our students work with your colleague, Dr. Lorraine Eden, in her transfer pricing program. Many of those students have gone on to successful careers in international transfer pricing offices. We have been very happy to have Dr. Eden's courses cross-listed in the Bush School. Other Bush School students have benefitted from taking an array of international business courses on offer at Mays. Our classes here at the School are enriched by the participation of Mays students, who contribute a different perspective to our class discussions.

We are building on faculty collaborations in areas of common concern. We greatly appreciate the fact that your colleague Dr. Henry Musoma has offered a yearly course on leadership (one of our required courses) to our students in the international development and economic policy track in the Department of International Affairs. Henry's international development experience enriches that course enormously. I am looking forward to even more collaborations as my new colleague at the Bush School, Dr. Jesse Sowell, will also be affiliated with the Mays Business School's Innovation Research Center when he joins Texas A&M this coming fall. Dr. Sowell's research on the politics of international cooperation, both government and private sector, in the cyber realm is an area of interest to both of our units.

Our students continue to benefit from the extracurricular programs that both of our units organize. I am always happy to see Mays students attending the talks and panel discussions we put on at the Bush School. Their attendance is a testament to the interest in international affairs, including but going beyond business and commerce, which you instill in them.

I am completely supportive of the work you are doing in the Center for International Business Studies. If there is anything else I can do to support your application for funding renewal, please let me know. The interactions between our units enriches both

the scholarship and the curriculum in the Bush School's Department of International Affairs.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'F. Gregory Gause, III', with a long horizontal flourish extending to the right.

F. Gregory Gause, III  
Professor and John H. Lindsey '44 Chair  
Head of the International Affairs Department



April 6, 2018

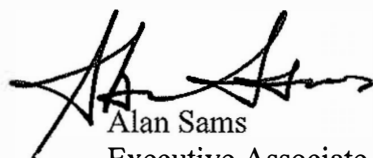
Dr. Julian Gaspar  
Clinical Professor of Finance & Executive Director  
Center for International Business Studies  
Mays Business School  
Texas A&M University  
4116 TAMU  
College Station, TX 77843-4116 TAMU

Dear Dr. Gaspar:

I am pleased to write a letter of support for the renewal of the Center for International Business Education (CIBE) in the Mays Business School. There are several direct and significant cooperative activities between CIBE and our college.

The Department of Agricultural Economics, which is in the College of Agriculture and Life Sciences, supports Mays Business School CIBE programs (and vice versa) through an integrated approach to academic, research, service and extension activities. For 20 years, we have shared in the administration and teaching of three joint degree programs. The undergraduate program in Agribusiness offers courses that have a direct impact on the CIBE concept and supports several of the curricular and training objectives of the CIBE. In addition, the Master of Agribusiness program provides student learning activities focused on international operations, strategic management, and intercultural experiences, and also has a strong internship component to support business objectives. The Ph.D. program in Agribusiness and Managerial Economics supports numerous potential student learning activities that are located in the Mays Business School. Both Mays and the College of Agriculture and Life Sciences have an Intercollegiate Faculty of Agribusiness (IFA) to teach, mentor and provide business education.

In addition to the academic programs noted above, the Department has research and extension programs conducted by faculty that directly support the CIBE mission. CIBE students and faculty have directly supported other international business-related activities led by other parts of our college. We are confident this cooperation will continue and, thus, continued funding for the CIBE at Texas A&M University is important to our college and we fully support your submission.



Alan Sams  
Executive Associate Dean

Agriculture and Life Sciences Building, Suite 515  
2402 TAMU  
College Station, TX 77843-2402

Tel. 979.845.3712  
AgLifeSciences.tamu.edu

PR/Award # P220A180002

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**HAROLD VANCE DEPARTMENT OF  
PETROLEUM ENGINEERING**  
TEXAS A&M UNIVERSITY

**Jenn-Tai Liang**  
Director of Graduate Studies  
*John & Deborah Bethancourt Professor*  
(979) 845-0173  
jenn-tai.liang@tamu.edu

April 13, 2018

Dr. Julian Gaspar  
Director, Center for International Business Studies  
Mays Business School  
Texas A&M University  
College Station, TX 77843

Dear Dr. Gaspar:

I am in complete support of the work you and others do at the Center for International Business Studies (CIBER) at Texas A&M University. The Harold Vance Department of Petroleum Engineering has two graduate programs that benefit substantially from our association with CIBER.

First, the Harold Vance Department of Petroleum Engineering at Texas A&M offers a degree program with the Institut Francais du Petrole (IFP) where students attend courses at both universities and receive Master of Engineering degrees from both universities. One of the joint IFP programs has an international business focus where the students take courses from both the Mays School of Business and the Dwight Look School of Engineering. Our combined efforts with CIBER have led to the success of the IFP program.

The Harold Vance Department of Petroleum Engineering also offers a Masters of Engineering Degree in International Petroleum Management. Students take one-half of their courses from the Mays School of Business and one-half from offerings in our department.

Both of the programs described above have been very successful and I strongly support both programs and our affiliation with CIBER and the Mays School of Business. The graduates of these programs are very qualified to enter the workforce as engineers with a strong business background. Undoubtedly, many will become the leaders in their companies.

Let me know if I can provide any additional information.

Sincerely yours,

Jenn-Tai Liang

**Mailing Address:**  
3116 TAMU  
College Station, TX 77843-3116  
Web - [engineering.tamu.edu/petroleum](http://engineering.tamu.edu/petroleum)

PR/Award # P220A180002  
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**Graduate Program Office:**  
401W Richardson Building  
College Station, TX 77843-3116  
Tel. 979.845.2877 Fax 979.845.1307  
TAMU CIBE – Supplement 3  
Page 8 of 11

April 4, 2018

To Whom It May Concern:

I am pleased to write this letter of recommendation on behalf of Dr. Julian Gaspar, Executive Director of the Center for International Business Studies at Texas A&M, to support his application for renewal of the CIBER grant for 2018-2022. As an instructor of Arabic at the Department of International Studies at Texas A&M University, I have had the honor to work with Dr. Gaspar on several occasions during which I came to appreciate the work that his Center is doing to promote the teaching of business language and culture in our language programs.

In the fall of 2013, I was invited by the Center to give a presentation on teaching Business Arabic, something that encouraged me to launch a business Arabic course in 2015. The symposium took place at the University of Texas in Austin and was co-sponsored by the Centers for International Business Education at Texas A&M and the University of Texas at Austin. It was well-attended and brought together a number of experts on teaching Business language and culture from a variety of institutions and languages.

In the fall of 2014, I was approached again by the Center for International Business Education to help plan for the second Business Language symposium at Texas A&M. We were able to bring together a team of experts on teaching business language and culture from a variety of languages, including Arabic, Chinese, Spanish, French, and German. The presenters were from Purdue University, Texas A&M University and the University of Texas at Austin, and the attendees consisted of language educators at the University and high school levels. The symposium was well-attended and discussed the benefits of introducing/incorporating business terminologies into the foreign language courses/curriculum, and how to identify tools, resources and methods to help with implementation. Since that symposium, I have been contacted by a number of instructors of Chinese and Arabic who sought me out to ask questions about how to incorporate the teaching of Business language and culture in their respective language programs. I have had the pleasure to learn from those colleagues and share with them my syllabus.

As I continue to work with Dr. Gaspar, I see more opportunities for collaboration to improve our language course offerings and the overall language learning experience of our students. For instance, several students who take business Arabic each year are business majors. Not only do they take business Arabic, but they are also active participants in the annual Model Arab League conference in Houston. The MAL conference is a student leadership development program that provides participants with an opportunity to bolster their knowledge about the economic, social, and political issues facing the Middle East and North Africa. Given the valuable experience that this annual event has to offer to our students (about 20 of them each year), the CIBER grant that Dr. Gaspar is applying for could provide financial support so that students learning business Arabic could attend the MAL conference and expand their learning beyond the classroom.

In brief, it is my opinion that the CIBER grant has contributed directly and indirectly to the betterment of our language programs here at Texas A&M and could continue to do so in the future. I sincerely hope that the Center for International Business Studies at Texas A&M will be awarded the grant for the period 2018-2022.

Sincerely,



Salah Ayari, PhD

Instructional Associate Professor of Arabic and Arabic Studies

ayari-s@tamu.edu

102 Academic Building  
4215 TAMU  
College Station, TX 77843-4215

Tel. 979.845.2124 Fax. 979.845.0823  
<http://internationalstudies.tamu.edu/html/home.html>



# PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

March 26, 2018

Dr. Julian Gaspar  
Executive Director, International Business Programs  
Center for International Business Studies  
Mays Business School, Texas A&M University  
230E Wehner, 4116 TAMU  
College Station, TX 77843

Dear Dr. Gaspar,

I am delighted to provide this letter supporting your application for continuation of the CIBER grant. Over the past ten years, the IB program at the Prairie View A&M University College of Business has greatly benefited from the mentoring and support it has received from the Texas A&M University CIBER.

Over the years, the staff at TAMU Center for the Study of Western Hemispheric Trade has mentored us in receiving three BIE grants, totaling nearly \$525,000 from the U.S. Department of Education. These have helped us enhance our academic offerings (new IB courses, new undergraduate minor and MBA track, etc.), establish overseas opportunities (study abroad and summer field trip programs in Mexico and S. Korea), support faculty research and travel, and establish a Center for International Business Education to offer community outreach services (quarterly e-newsletter and global business seminars for local businesses and training workshops for local K-12 educators). During the last three years, thanks to the partnership with TAMU CIBER, a number of our professors have attended overseas Faculty Development in International Business (FDIB) programs in Singapore, Philippines, China, Southern Africa, and Australia. Furthermore, several professors have attended the summer Globalization Workshops at Georgia State University in Atlanta. These activities have allowed us to increase the exposure of our students, faculty members and local community to the global economy and take our IB program to new heights. This would not have been possible without active support from TAMU CIBER.

We look forward to working with you as we continue to expand our IB program. In particular, we hope to count on your support when we develop new study abroad programs in Africa.

Dr. Munir Quddus  
Dean, College of Business  
Prairie View A&M University  
Member, TAMU CIBER Advisory Board





JOHN E. GAMBLE, PH.D.  
DEAN, COLLEGE OF BUSINESS  
6300 OCEAN DRIVE, UNIT 58087  
CORPUS CHRISTI, TEXAS 78412-5807  
O 361.825.6045 • F 361.825.2725



May 4, 2018

Dr. Julian Gaspar  
Executive Director, International Business Programs  
Center for International Business Studies  
Mays Business School  
Texas A&M University  
230E Wehner, 4116 TAMU  
College Station, Texas 77843

Dear Dr. Gaspar,

I enthusiastically support your application for the continuation of the CIBER grant. The Mays Center for International Business Studies (CIBS) has greatly benefitted the Texas A&M University-Corpus Christi (TAMU-CC) College of Business through the extension of its study abroad programs to TAMU-CC students and sponsorship of College of Business faculty in Faculty Development in International Business (FDIB) programs.

Dr. Andrew Johnson was supported by CIBS in June 2017 to attend a CIBER program focused on teaching international business. He has been able to incorporate the content into his Multinational Management course. Dr. Johnson also has been able to capitalize on the program to extend his research on international business topics and network with other professors from around the world. Dr. Patrick Crowley was sponsored for a FDIB in China during Summer 2017 and characterized the experience below:

My visit to China in Summer of 2017 with a group of other professors who specialize in international business and economics was really eye-opening for me, and really brought to life what I could only discuss from an academic point of view in the classroom. The interaction with people from Chinese institutions, Chinese Universities and local businesses and plants was extremely enlightening, and allowed me to bring back concrete examples for use in my economics courses at TAMUCC. It was, in brief, a once in a lifetime opportunity that will yield returns for years to come.

I believe that the Mays CIBS is highly deserving of the continuation of the CIBER grant and is eager to sustain our collaborative efforts regarding international business education.

Sincerely,

A handwritten signature in black ink, appearing to read "John E. Gamble".

John E. Gamble  
Dean, College of Business

## **Supplement 4**

### **RESOURCES: Texas A&M University (TAMU)**

#### **OPERATIONAL**

- 11 Universities (Flagship Institution: TAMU College Station) and 7 State Agencies in TAMU System
- Branch campuses in Galveston, Texas and Doha, Qatar
- Federal Land-grant, Sea-grant, Space-grant designation
- Texas A&M University serves over 60,000 students
- *Diversify and Globalize the A&M Community* is one of the twelve imperatives of the university's Vision 2020
- Texas A&M University endowment valued at more than \$9 billion
- 5,200-acre campus, including 400-acre Research Park
- Trans-Texas Video Conference Network linking over 250 videoconference sites located at Texas A&M System campuses and facilities in Texas and international sites such as Qatar and Costa Rica
- TAMU affiliates in Costa Rica, Mexico City, and Castiglion Fiorentino, Italy
- Member of Association of American Universities (AAU), one of only 62 institutions with this distinction
- Member of Southern Association of Colleges and Schools (SACS)
- Associate Member of Hispanic Association of Colleges and Universities (HACU)
- ARL ranks TAMU Libraries 8th among public universities, 2nd in Texas, and 1st in the SEC
- Home of George Bush Presidential Library and Museum
- Global Partnership Services Office
- TAMU KAMU-TV, video services, KAMU FM/HD-radio, and audio services
- Awarded \$783M in financial aid, scholarships, grants, work-study, and on-campus employment (2015-2016)

#### **RANKINGS**

- Ranks in top 20 universities in the nation in higher education research and development expenditures (NSF Survey, 2015)
- Ranks 6th for doctorates awarded to Hispanics, and 8th for doctorates awarded to African Americans (Chronicle of Higher Education)
- Ranks 2nd among public universities and 6th among public and private universities (Washington Monthly, 2016)
- Ranks 7th in the number of doctoral degrees granted (Survey of Earned Doctorates, 2015)
- Ranks 2nd among public universities nationally in enrollment of National Merit Scholars (2014)
- Ranks 3rd in students having study, research, intern, or volunteer experiences abroad (Institute of International Education)
- Ranks 2<sup>nd</sup> in the nation in the "best value schools" category among public universities (U.S. News & World Report, 2017)

#### **TEXAS A&M UNIVERSITY**

- 117 formal research, student and faculty exchange agreements with institutions in 40 countries
- Between 2010 and 2017, TAMU sent 28 Fulbright Scholars abroad
- TAMU hosts more than 800 international faculty and scholars annually
- Hosts 5900+ international students from over 120 countries, most of whom are involved in graduate studies and research
- Top-ranked university for number of students earning credit while studying abroad with more than 5,330 undergraduate and graduate students in more than 100 countries annually
- Ongoing research on all seven continents, with over 600 initiatives underway in more than 80 countries
- Over half of entering freshmen in top 10% of High School class
- 139 undergraduate and 268 graduate and professional degree programs
- Faculty members conduct approximately \$866M in sponsored research
- Close to 425 TAMU faculty members hold endowed chairs or professorships
- 1200+ faculty serve as Principal Investigators on 3500+ sponsored research projects annually



- 57 license agreements for new technology were executed and 47 patents were issued by Texas A&M Technology Commercialization in 2016
- 25% of the freshman class are the first in their family to attend college
- Close to 85% of the 3500+ Faculty have doctoral degrees
- Major partnership with Mexico's National Council for Science and Technology (CONACYT)
- More than 4,250 companies recruit TAMU students for full time positions and internships
- Five libraries with 5.2 million volumes and over 1.5 million ebooks
- TAMU designated as a National Center of Academic Excellence in Cyber Defense Education and Research by National Security Agency (NSA)
- 35 faculty with membership in the prestigious National Academy of Sciences, the National Academy of Engineering, the National Institute of Medicine, the American Academy of Arts and Sciences, the American Law Institute, or the American Academy of Nursing (2015)
- Confucius Institute
- TAMU European Union Center
- L.T. Jordan Institute for International Awareness
- Norman Borlaug Institute for International Agriculture
- Scowcroft Institute of International Affairs
- TAMU System Integrative Center for Homeland Security

## **FOREIGN LANGUAGES**

The Departments of European and Classical Languages, Modern Languages, Hispanic Studies, Arabic and Asian Language Office, Virtual Language Lab, TAMU-Qatar and overseas immersion programs with over 40 partner institutions offer credit and non-credit language courses for TAMU students and faculty, and the business community in both a traditional face-to-face and technology-based format and in basic, intermediate, advanced and business-oriented levels in:

- |             |              |
|-------------|--------------|
| • Afrikaans | • Korean     |
| • Arabic    | • Malay      |
| • Catalan   | • Mandarin   |
| • Chinese   | • Norwegian  |
| • Danish    | • Portuguese |
| • Dutch     | • Russian    |
| • French    | • Spanish    |
| • German    | • Swedish    |
| • Hindi     | • Tamil      |
| • Italian   | • Turkmen    |
| • Japanese  | • Uzbek      |
| • Kannada   | • Zulu       |

## **TAMU OVERSEAS ACADEMIC AND RESEARCH FACILITIES**

- Castiglione Florentino (Italy) Center
- Soltis Center in Costa Rica
- Mexico City Center
- Hacienda Santa Clara, Mexico
- Texas A&M University – Doha, Qatar Campus

## **TAMU LIBRARIES**

- Cushing Memorial Library
- West Campus Library (*business library*)
- Sterling C. Evans Library & Annex
- Medical Sciences Library
- Policy Sciences and Economics Library

## **Supplement 5**

### **RESOURCES: Mays Business School (Mays)**

#### **RANKINGS**

- Mays ranked 7<sup>th</sup> in Faculty Scholarship for U.S. public (14<sup>th</sup> overall) by *Financial Times* (2017)
- Mays faculty ranked 33<sup>rd</sup> most research productive faculty in the world and 29<sup>th</sup> in North America in terms of publications appearing in top-tier journals by *UT Dallas Top 100 Business School Research Rankings* (2017)
- Accounting program ranked 2<sup>nd</sup> U.S. public (10<sup>th</sup> overall globally) by *Financial Times* (2015)
- Department of Finance ranked 4<sup>th</sup> in best Bachelor's in Finance degree programs by *College Choice* (2016)
- Information and Operations Management Program ranked 11<sup>th</sup> overall for best Supply Chain program in the U.S. by *Gartner Research – Leading U.S. Supply Chain Programs* (2014)
- Management Program ranked 12<sup>th</sup> U.S. public (17<sup>th</sup> overall) by *U.S. News & World Report* (2018)
- Department of Management ranked 7<sup>th</sup> most productive in the world, *Top 100 Ranking of Research Productivity*
- Department of Marketing Master's program ranked 2<sup>nd</sup> by *College Choice* (2017)
- Undergraduate program ranked 20<sup>th</sup> public (tied 31<sup>st</sup> overall) by *U.S. News & World Report* (2018)
- Graduate (MS) program ranked 18<sup>th</sup> for Entrepreneurship Studies by *The Princeton Review* (2018)
- Full-Time MBA program ranked 7<sup>th</sup> U.S. public (22<sup>nd</sup> overall) by *Bloomberg Businessweek* (2017)
- Executive MBA program ranked 1<sup>st</sup> public in Texas, 1<sup>st</sup> in salaries among Texas public schools, 1<sup>st</sup> in work experience among Texas public schools, 8<sup>th</sup> U.S. public, and 19<sup>th</sup> in U.S. overall by *Financial Times* (2016)
- Ph.D. program ranked 8<sup>th</sup> U.S. public university (13<sup>th</sup> overall) by *Financial Times* (2015)
- Professional MBA program ranked 25<sup>th</sup> U.S. public (39<sup>th</sup> overall) by *U.S. News & World Report* (2019)
- One of the 1<sup>st</sup> five schools in the nation to offer a trading center

#### **FACILITIES**

- \$54M, 231,700 sq. ft., original building opened in Spring 1995 and additional wing opened in Spring 2005
- Wired and wireless access throughout the building
- Dedicated research lab
- Windows 10 computers equipped with MS Ink installed in Summer 2017
- SMART Notebook software in all classrooms
- 465-seat auditorium
- Team meeting and learning rooms with screen sharing technology
- Reliant Energy Security & Commodities Trading Center expanded to accommodate 52 students seated at computers in Summer 2017
- Center for Executive Development with dedicated meeting facilities for outreach activities
- 6 computer labs accessible 24/7
- MBA program housed in Cox Hall (new wing of Wehner Building opened in 2005)
- Adjacent to West Campus Library (dedicated to business research; 50 online business databases)

#### **ACCOLADES**

- 43 Mays Business School partnerships with overseas business schools
- 66 Mays faculty hold endowed professorships, fellowships, and chairs
- From 2012-2017, Mays faculty authored or co-authored over 1,374 journal articles and published articles in a total of 216 different journals
- From 2012-2017, faculty authored a total of 86 textbooks and 24 scholarly books, and received a total of 37 Best Paper Awards
- From 2012-2017, 34 faculty served in leadership roles in professional academic associations
- Mays Business School vision – to advance the world's prosperity

## **STUDENT ORGANIZATIONS (with international involvement)**

- International Business Association
- Global Business Brigades

## **FACULTY EDITORIAL POSITIONS**

From 2012-2017, a total of 84 Mays faculty served on Editorial Boards

### **Editor/Senior Editor/Co-editor/Departmental Editor**

Antonio Arreola-Risa, *Production and Operations Management*  
Leonard Bierman, *Oxford Research Review, Oxford University Press*  
Neil Geismar, *Production of Operations Management*  
Ricky Griffin, *Oxford Bibliographies Online*  
Michael Ketzenberg, *Production and Operations Management*  
Rogelio Oliva, *Production and Operations Management*  
Lynn Rees, *Accounting Horizons*  
Shrihari Sridhar, *Special Issue for Journal of the Academy of Marketing Science*  
Chelliah Sriskandarajah, *Production of Operations Management*  
John Watt, *Journal of Psychology: Interdisciplinary and Applied*  
Connie Weaver, *Journal of the American Taxation Association*  
Manjit Yadav, *AMS Review*

### **Associate Editor**

Wendy Boswell, *Personnel Psychology*  
Christa Bouwman, *Corporate Governance: An International Review, Journal of Banking and Finance, Journal of Financial Intermediation, Review of Finance*  
Gregory R. Heim, *Journal of Operations Management, Decision Sciences Journal*  
Shane Johnson, *Journal of Banking and Finance, Journal of Financial Research, Review of Financial Economics*  
Michael Ketzenberg, *Decision Sciences Journal*  
Hwagyun Kim, *Korean Economic Review*  
James Kolari, *Applied Finance Letters, Australian Economic Papers, International Review of Applied Financial Issues and Economics, Pacific-Basin Finance Journal*  
Xenophon Koufteros, *Journal of Business Logistics, Journal of Supply Chain Management*  
Arvind Mahajan, *Global Finance Journal, Journal of Advances in Management Research, Journal of Asia-Pacific Business*  
Rich Metters, *Journal of Operations Management, Interfaces*  
Lynn Rees, *Journal of International Accounting Research*  
Ravi Sen, *Decision Support Systems*  
Chelliah Sriskandarajah, *Manufacturing & Service Operations Management*  
Laszlo Tihanyi, *Academy of Management Journal*  
Senyo Tse, *Journal of Accounting Literature*

### **Area Editor**

Rich Metters, *Operations Management Research*  
Venkatesh Shankar, *Journal of Marketing, Journal of Marketing Research*  
Shrihari Sridhar, *Journal of Marketing Research, Journal of the Academy of Marketing Science*

### **Editor Emeritus**

Leonard Berry, *Journal of Retail Banking, Retailing Issues Letter* (Founding Editor)  
Venkatesh Shankar, *Journal of Interactive Marketing*  
Rajan Varadarajan, *Journal of Marketing, Journal of the Academy of Marketing Science*

### **Book Review Editor**

Michael Shaub, *Issues in Accounting Education*



**Guest Editor**

Cynthia Devers, *Academy of Management Review*

Lorraine Eden, *Cross-Cultural and Strategic Management*

Michael Hitt, *Journal of Management Studies, Leadership Quarterly*

Venkatesh Shankar, *Journal of Retailing, Journal of Interactive Marketing*

Alina Sorescu, *Special Issue for AMS Review*

Rajan Varadarajan, *Review of Marketing Research*

Manjit Yadav, *Special Issue for Journal of Marketing Management*

**Advisory Editor**

Michael Hitt, *Academy of Management Learning and Education, Organization Studies*

**Consulting Editor**

Lorraine Eden, *Cross-Cultural and Strategic Management: An International Journal, Journal of International Business Policy, Journal of International Business Studies*

Michael Hitt, *Strategic Entrepreneurship Journal*

## Supplement 6

### **CIBS: University-Wide Collaboration & Impact**

*Charge: Development of interdisciplinary programs with Mays business students*

#### **TAMU GLOBAL PARTNERSHIP SERVICES**

- Study Abroad Programs Office
- International Student Services
- On-campus Passport Services
- Confucius Institute
  - Language Education
  - Culture Classes & Resources
  - Lecture Series
  - Confucius China Studies Program
- Fulbright Program
- Global Faculty Ambassadors
- Public Policy Internship Program (PPIP)
- Brazos Valley Worldfest
- MSC L.T. Jordan Institute for International Awareness
- Student Conference on National Affairs (SCONA)
- Wiley Lecture Series
- Santa Chiara, Italy Study Center
- TAMU Mexico City Office
- TAMU Soltis Center, Costa Rica
- Hacinda Santa Clara, Mexico
- TAMU Qatar Branch Campus
- International Student Clubs

#### **COLLEGE OF LIBERAL ARTS**

- Study Abroad & Exchange Programs
- International Studies Degree Program
- Africana Studies Interdisciplinary Program
- Arabic and Asian Languages
- European Languages and Cultures
- Hispanic Studies
- M.A. and Ph.D. in Political Science – International Relations field of study
- Undergraduate Certificate in Communication and Global Media
- Graduate Certificate in Africana Studies
- Graduate Certificate in International Communication and Public Diplomacy
- Graduate Certificate in Latino/a and Mexican American Studies
- European Union Center
- Race and Ethnic Studies Institute
- Program on International Conflict and Cooperation (PICC)
- Global Ambassadors

#### **COLLEGE OF ARCHITECTURE**

- International Council for Research and Innovation in Building Construction
- Undergraduate Semester Away Requirement

#### **MAYS BUSINESS SCHOOL**

- Study Abroad, Field Trip & Exchange Programs
- Certificate in International Business
- Certificate in European Union Business
- Certificate in Latin American Business
- MBA International Business Certificate
- MS International Business Certificate with mandatory study abroad participation
- Intl Forums, Conferences, & Projects
- IB Curriculum Development
- IB Research
- Professional MBA Program with mandatory study abroad participation
- Center for Human Resource Management
- Center for the Management of Information Systems
- Center for Executive Development
- Center for Retailing Studies
- McFerrin Center for Entrepreneurship
- Freshman Business Initiative
- Undergraduate Special Projects
- Mays Regents Sub-Saharan Africa Trip
- Business Fellows Program
- Scholastic Assistance for Global Education
- International Business Association
- Global Business Brigades, Panama

#### **COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES**

- International Programs Initiative
- International Certificate in Cultural Competency and Communications in Spanish
- African Wildlife Conservation: Genomics, Genetics & Health
- Barcelona Global Health
- Center for Foreign Animal & Zoonotic Disease Defense
- Continuing Education and Conservation in South Africa
- Schubot Exotic Bird Health Center
- Tambopata Macaw Project – Peru
- International Vet Student Association
- Veterinarians without Borders

#### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

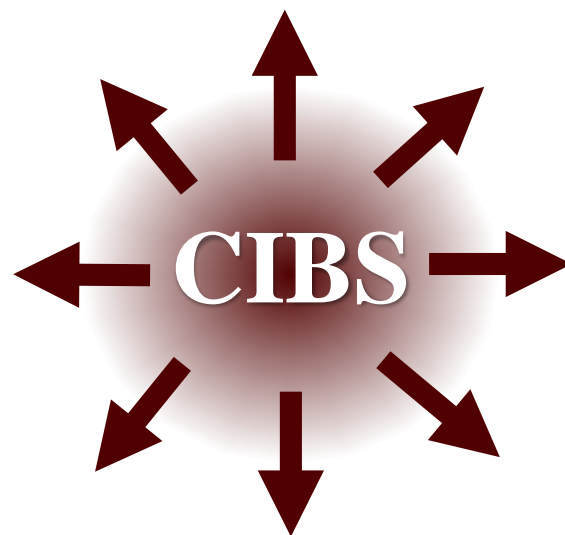
- International Education Graduate Certificate
- Bilingual Education
- English as a Second Language Program (ESL)

#### **COLLEGE OF ENGINEERING**

- Halliburton Engineering Global Programs
- Certificate in International Engineering
- Masters Certificate in International Petroleum Management
- Global Distribution Program - China
- Engineers without Borders

#### **COLLEGE OF AGRICULTURE & LIFE SCIENCES**

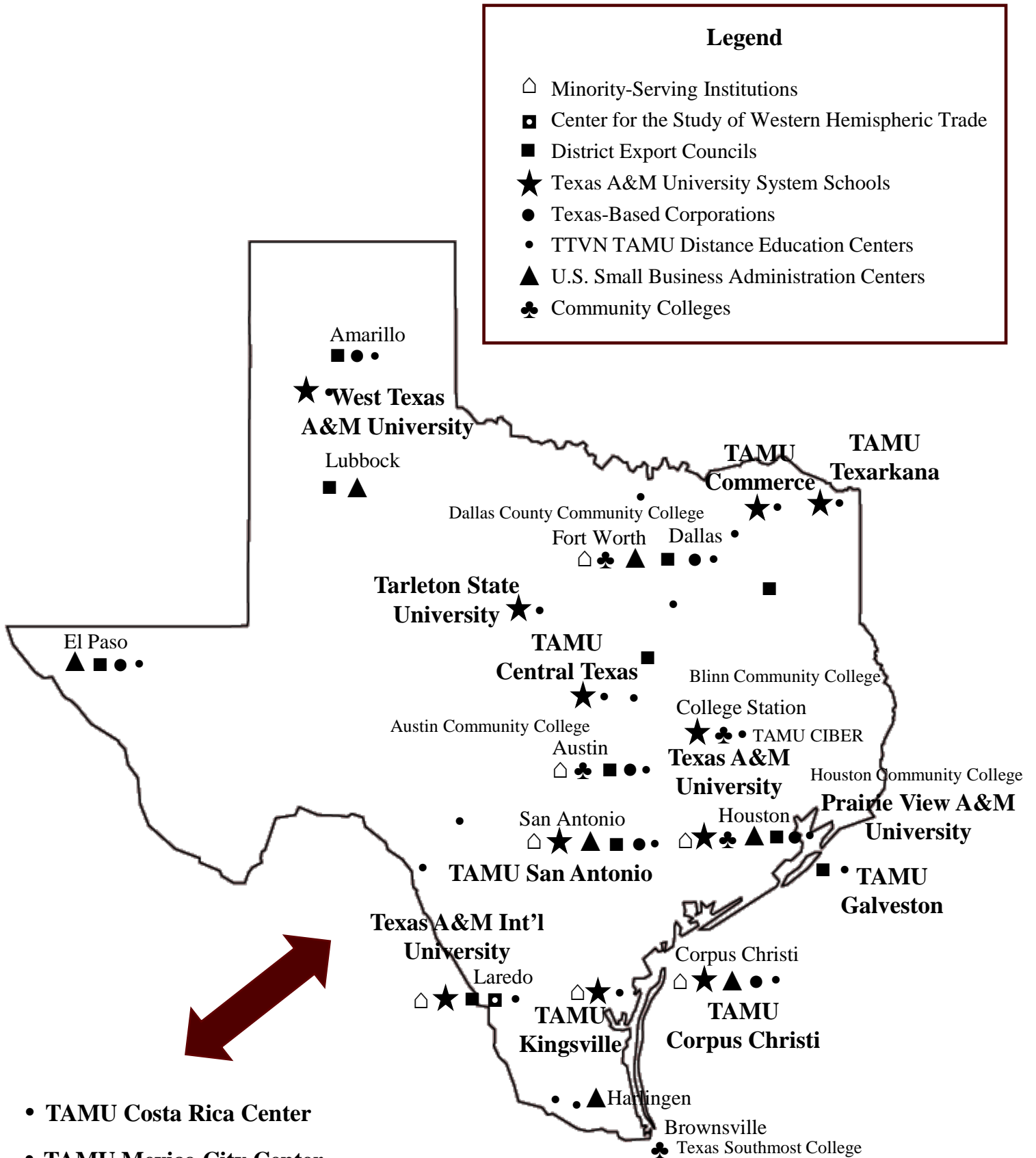
- Bachelor and Masters of Agribusiness degrees
- Agribusiness Entrepreneurship Minor
- Certificate in International Trade and Agriculture
- Norman Borlaug Institute for International Agriculture
- Ukulima Farm research Station – Limpopo Province of South Africa
- COALS Ambassadors and Mentors for Study Abroad



#### **BUSH SCHOOL OF GOVERNMENT, INTERNATIONAL CENTER AND PRESIDENTIAL LIBRARY**

- Scowcroft Institute of International Affairs
- Graduate Certificate in Homeland Security
- Graduate Certificate in Advanced International Affairs
- Graduate Certificate in International Communication and Public Diplomacy
- Joint-Degree Program, BA/MA Intl Studies/Intl Affairs
- Master's Degree Program in International Affairs
- George H.W. Bush Foundation Distinguished Lecture Series
- International Interdisciplinary Courses
- International PB Award #22204189002
- Korea Foundational Education Endowment
- SIIA International Affairs Seminars

**TEXAS A&M: Texas-Wide Collaboration & Impact**



**TEXAS A&M: Regional Collaboration & Impact**

**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS)**

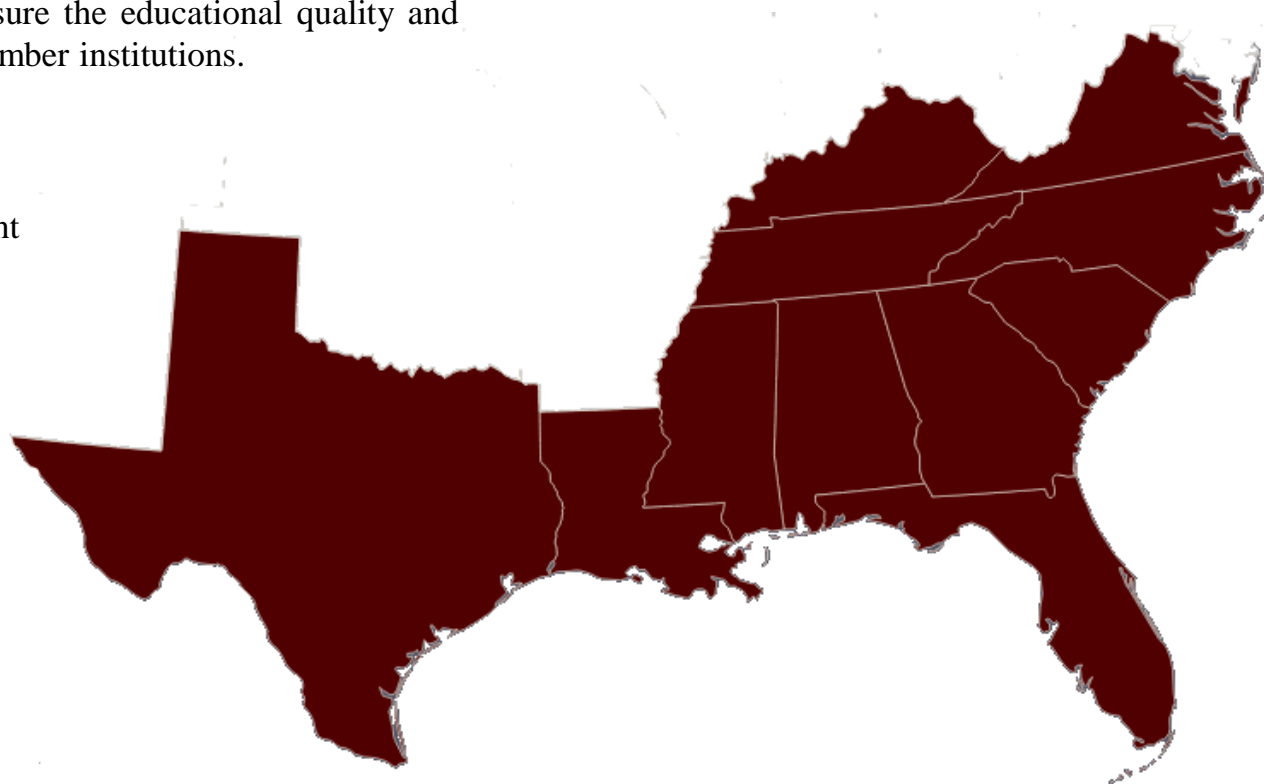
**The Southern Association of Colleges and Schools** Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

**Mission Statement:**

The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions.

**Core Values:**

- Integrity
- Continuous Quality Improvement
- Peer Review/Self-regulation
- Accountability
- Student Learning
- Transparency



## Supplement 9

### **CIBS: National Collaboration and Impact**

#### *Collaboration with US Universities:*

Brigham Young, George Washington, Georgia Institute of Technology, Georgia State, Indiana, Michigan State, San Diego State, Temple, Ohio State, Texas at Austin, Colorado Denver, Connecticut, Maryland, Miami, South Carolina, Washington



Pacific Council on Economic Policy

Paul Simon Study Abroad  
Commission

Small Business Administration

U.S. Agency for  
International Development

U.S. Department of Agriculture -  
Foreign Agricultural Service

U.S. Department of Commerce

U.S. Department of Education

U.S. Department of Homeland Security

U.S. Department of State

World Business Council  
for Sustainable Development

# **CENTER FOR INTERNATIONAL BUSINESS STUDIES**



#### *Historically Black Colleges & Universities (HBCUs):*

Prairie View A&M University  
Texas A&M Corpus Christi, **Hispanic MSI**

Academy of International Business (AIB)

Academy of Management

Academy of Marketing

American Accounting  
Association

Council on Foreign Relations

Dallas Canadian Consulate

Export-Import Bank

Federal Reserve Bank of Dallas

Institute of International Education (IIE)

Institute for International Public Policy (IIPP)

International Food and Agribusiness  
Management Association

NASBITE International

## Supplement 10

### **CIBS: Overseas Partnerships** *Study, Internship, and Language Opportunities*

Partner School Information			School Accreditation			
#	Partner School Name	Location	AACSB <sup>1</sup>	AMBA <sup>2</sup>	EPAS <sup>3</sup>	EQUIS <sup>4</sup>
1	Beijing Jiaotong University, School of Economics and Management <sup>5</sup>	China				
2	Bocconi School of Management	Italy	X	X		X
3	Copenhagen Business School	Denmark	X	X		X
4	École de Management de Lyon	France	X	X		X
5	École de Management Strasbourg	France	X		X	
6	EDHEC Business School	France	X	X		X
7	European Business School <sup>6</sup>	Germany				
8	Fundação Getulio Vargas, Brazilian School of Public and Business Administration	Brazil	X	X		X
9	Guanghua School of Management, Peking University	China	X			X
10	Hanken School of Economics	Finland	X	X		X
11	HEC Liège Management School	Belgium			X	X
12	HEC Université de Lausanne	Switzerland		X		X
13	Hong Kong University of Science and Technology	China	X			
14	Indian Institute of Management Bangalore	India				X
15	Indian Institute of Management Kozhikode	India		X		
16	Instituto Panamericano de Alta Dirección de Empresa	Mexico	X	X		
17	Instituto Tecnológico y de Estudios Superiores de Monterrey <sup>7</sup>	Mexico	X	X		X
18	Jönköping International Business School	Sweden	X		X	X
19	Lancaster University	United Kingdom	X	X		X
20	MCI Management Center Innsbruck	Austria	X			
21	Moscow State University	Russia			X	
22	National University of Singapore <sup>8</sup>	Singapore	X			X

<sup>1</sup> Association to Advance Collegiate Schools of Business

<sup>2</sup> Association of MBAs

<sup>3</sup> EFMD Programme Accreditation System

<sup>4</sup> EFMD Quality Improvement System

<sup>5</sup> Not accredited – Eligible, AACSB

<sup>6</sup> Foundation for International Business Administration Accreditation (FIBAA), German Council of Science and Humanities (GCSH)

<sup>7</sup> Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

<sup>8</sup> Accreditation Board for Engineering and Technology (ABET)

Partner School Information			School Accreditation			
#	Partner School Name	Location	AACSB	AMBA	EPAS	EQUIS
23	Nottingham University	United Kingdom		X		X
24	BI Norwegian School of Management	Norway	X	X		X
25	Queensland University of Technology	Australia	X	X		X
26	SDM Institute for Management Development <sup>9</sup>	India			X	
27	Soochunhyang University <sup>10</sup>	South Korea				
28	Stellenbosch University	South Africa	X	X		X
29	Tsinghua University, School of Economics and Management <sup>11</sup>	China	X			
30	Universidad Carlos III de Madrid	Spain	X	X		
31	Universidad da las Américas <sup>12</sup>	Mexico				
32	Universidad del Salvador <sup>13</sup>	Argentina				
33	Universidad San Francisco de Quito <sup>14</sup>	Ecuador				
34	Universität Hohenheim <sup>15</sup>	Germany				
35	Universität Tübingen <sup>16</sup>	Germany				
36	Université de Caen Normandie <sup>17</sup>	France				
37	Universiteit Maastricht <sup>18</sup>	Netherlands	X	X		X
38	Universitat Pompeu Fabra <sup>19</sup>	Spain				
39	University of Adelaide	Australia	X			
40	University of Economics	Czech Republic			X	X
41	Victoria University of Wellington	New Zealand	X	X		X
42	Vienna University of Economics and Business	Austria	X	X		X
43	WHU Otto Beisheim School of Management	Germany	X			X

<sup>9</sup> Accreditation Council for Business Schools and Programs (ACBSP)

<sup>10</sup> Not accredited

<sup>11</sup> ABET

<sup>12</sup> SACSCOC

<sup>13</sup> Not accredited

<sup>14</sup> Not accredited

<sup>15</sup> Agency for Quality Assurance (AQAS)

<sup>16</sup> Not accredited

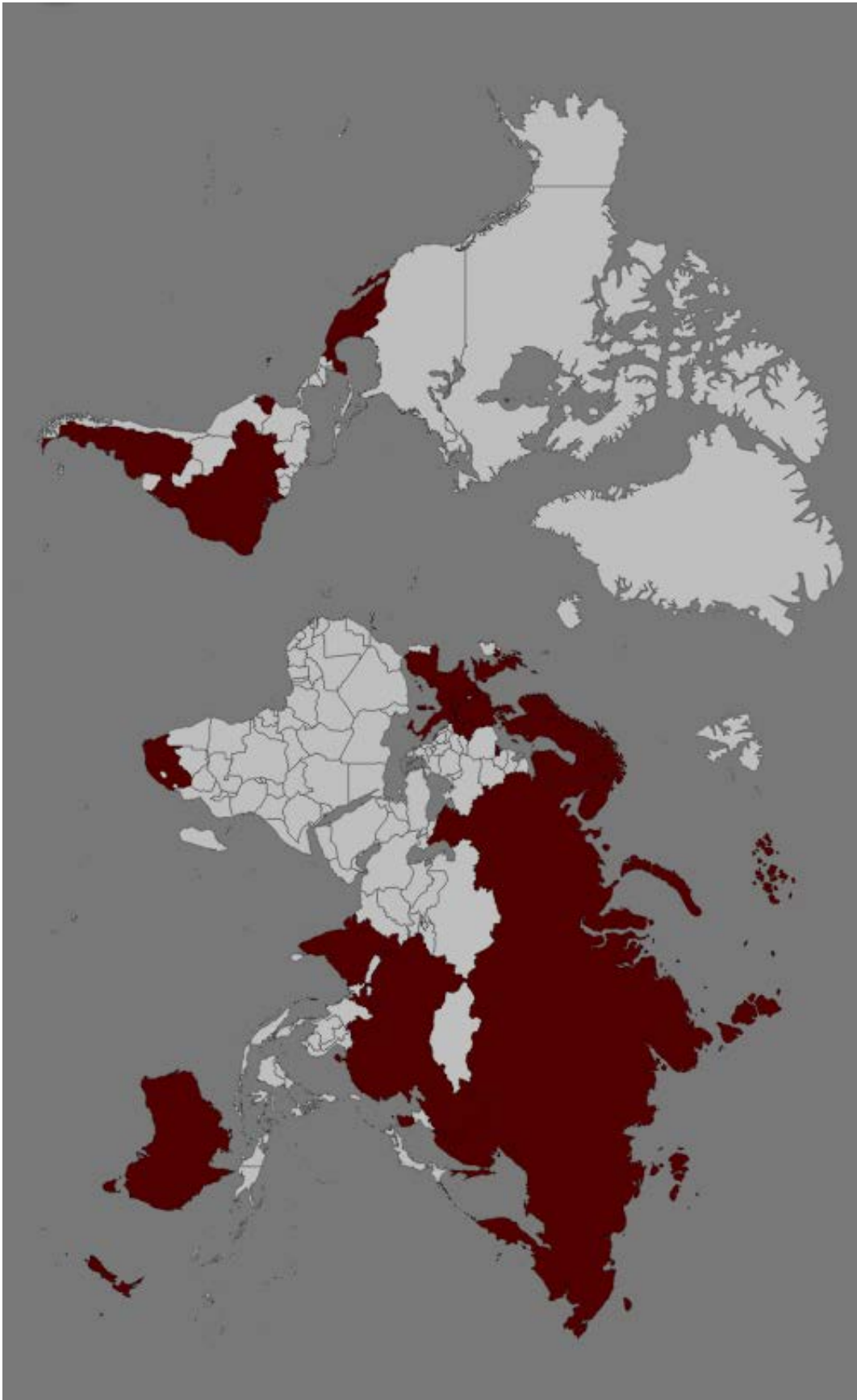
<sup>17</sup> Not accredited

<sup>18</sup> ACBSP

<sup>19</sup> Not accredited – Spanish state schools do not participate in accreditation

## **Supplement 10**

## CIBS: Overseas Partnerships *Study, Internship, and Language Opportunities*





## Supplement 11

### TEXAS A&M: International Programs Committee

#### Charge:

- To advise the Vice Provost on global efforts, processes, and initiatives on campus, particularly those related to global student learning
- To serve as a resource and partner for TAMU's International Advisory Board (IAB)
- To provide an avenue for college feedback to the provost's office on global issues



## Supplement 12

### TEXAS A&M: Global Partnership Services

**Charge:** GPS is dedicated to supporting A&M's global education reach by assisting students, faculty, staff and administrators with their international initiatives. Partnered with the university, GPS prepares A&M students for a lifetime of leadership, responsibility, and service to a global society. GPS' goal is to provide services that facilitate:

- Study abroad opportunities
- International partnership agreements
- Assessments of global competence
- Providing information and data relevant to global education

#### STUDY ABROAD PROGRAMS OFFICE

- Advocate, facilitate and oversee TAMU high impact learning and other opportunities for students going abroad
- Interface with TAMU's overseas centers and facilities
- Facilitate crisis management with faculty and students abroad
- On-campus Passport Services
- Global Presence
  - TAMU – Qatar
  - TAMU Mexico City Office
  - TAMU Soltis Center, Costa Rica
  - Santa Chiara, Italy Study Facility



### CENTER FOR INTERNATIONAL BUSINESS STUDIES

#### GLOBAL PARTNERSHIP SERVICES

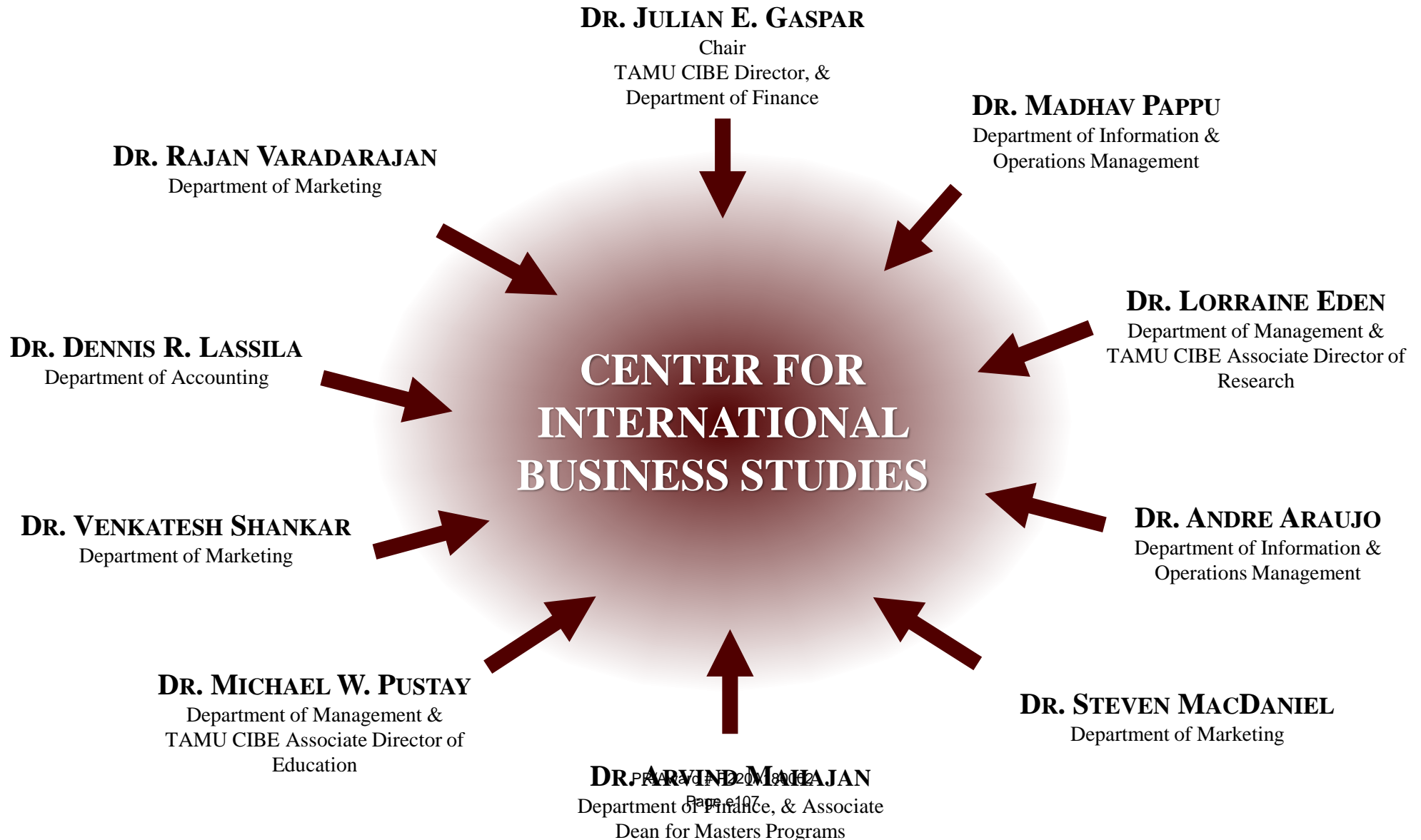
- Coordinate international institutional partnerships and agreements
- Develop university-wide international education projects
- Assist colleges, departments and other units to integrate international programs into academic curriculum
- Global Faculty Ambassadors
- Confucius Institute
- Fulbright Program
- International Advisory Board
- International Programs Committee of Faculty Senate
- Global Learning Assessment
- Regulatory Compliance
- Statistics and Data
- Study Abroad College Contacts
- A&M Abroad Global Engagement Plan

## Supplement 13

### **CIBS: Mays International Business Policy Committee**

#### Charge:

**To provide long-term policy advice and strategic guidance in infusing globalization within Mays Business School's curriculum (undergraduate, graduate, and doctoral levels) and research through the college's five academic departments.**



## Supplement 14

### **CIBS: Collaboration with Mays Departments**

#### **ACCOUNTING**

##### Programs:

- BBA: Bachelor of Business Administration in Accounting
- PPA: Professional Program in Accounting
- MS: Master of Science in Accounting
- Ph.D. in Accounting

##### Certificate Programs:

- Energy Accounting Certificate
- Internal Audit Certificate

#### **FINANCE**

##### Degrees:

- BBA: Bachelor of Business Administration in Finance
- MRE: Master of Real Estate
- MS: Master of Science in Finance
- Ph.D. in Finance

##### High Impact Learning Opportunities:

- TRIP: Trading, Risk and Investment Program
- Petroleum Ventures Program
- Commercial Banking Program
- Aggies on Wall Street
- Maroon Fund
- The Tanner Fund
- Titans of Investing
- GAME Conference

## **CIBS**

### INTERNATIONAL CERTIFICATIONS:

Certificate in International Business  
Certificate in European Union Business  
Certificate in Latin American Business  
MBA International Business Certificate  
MS International Business Certificate  
ME International Petroleum  
Management Certificate

#### **MANAGEMENT**

##### Degrees:

- BBA: Bachelor of Business Administration in Management
- MS: Master of Science in Human Resource Management
- Ph.D. in Management

##### Certificate Programs:

- Certificate in Entrepreneurial Leadership
- Certificate in Not-for-Profit Business

#### **INFORMATION & OPERATIONS MANAGEMENT**

##### Degrees:

- BBA: Management Information Systems (MIS)
- BBA: Supply Chain Management (SCM)
- MS: Master of Science in Management Information Systems
- Ph.D. Operations & Supply Chain Management

#### **MARKETING**

##### Degrees:

- BBA: Bachelor of Business Administration in Marketing
- MS: Master of Science in Marketing
- Ph.D. in Marketing

##### Certificate Programs:

- Advertising Certificate
- Analytics and Consulting Certificate
- Retailing Certificate
- Sales Certificate

## Supplement 15

### **CIBS: Collaboration with Mays Centers and Special Offices**

#### **CENTER FOR INTERNATIONAL BUSINESS STUDIES (CIBS)**

- Responsible for internationalizing the business programs within Mays and joint international business programs with other colleges in the university
- Design, develop, and implement study abroad and exchange programs through Mays
- Provide International Business Courses in preparation for global experience
- Award Certificate programs in International Business, European Union Business, and Latin American Business
- Accommodate and support incoming exchange students to Mays
- Partner with International Universities and Business Schools in IB research
- Global Business Brigades and International Business Association
- International Business Outreach Programs for Business Community, MSIs & CC

#### **CENTER FOR RETAILING STUDIES (CRS)**

- Prepare students for a professional career in retailing
- Serves the retail industry with student education, research, and executive outreach sponsored by twenty-three top companies and industry relationships
- Student Retailing Association

#### **CENTER FOR MANAGEMENT INFORMATION SYSTEMS (CMIS)**

- Unifies students, faculty, and industry members under the banner of research and educational enhancement
- Annual case competition event sponsored by the CMIS corporate advisory board members
- Women in Information Technology Conference

#### **McFERRIN CENTER FOR ENTREPRENEURSHIP**

- Enhances entrepreneurial student education by providing training, networking, and assistance to enterprising students, faculty and alumni
- Provide business start up acceleration, competitive opportunities, work experiences, and financial support to aspiring entrepreneurs in the Aggie community and across the world
- Aggie Entrepreneurship Saturday connects entrepreneur-minded Aggies with successful Aggie entrepreneurs to share knowledge, collaborate, build connections and create mentoring opportunities.
- Entrepreneurship Empowerment in South Africa is a six-week study abroad opportunity in which students provide consulting for local emerging entrepreneurs in Cape Town, South Africa; Liege, Belgium and Santiago, Chile.
- Entrepreneur Resource Center
- Texas A&M Entrepreneurship Society

#### **OFFICE OF DIVERSITY AND INCLUSION**

- Provides strategic oversight for initiatives that both increase diversity and foster an environment of inclusion for students, staff and faculty
- Regents' Ambassador Program (RAP) Global Leadership in Sub-Saharan Africa Award # P220A180002
- Field Trip
- Multicultural Association of Business Students (MABS)

#### **UNDERGRADUATE ADVISING OFFICE**

- Recruiting, advising and mentoring undergraduate business students on majors, course selections, overseas study and academic progress
- Educates and provides information on the six areas of certificates offered at Mays
  - Energy Accounting Certification
  - Marketing Certifications
  - International Certifications
  - Entrepreneurship Certification
  - Business Certification
  - Not-for-Profit Business Certification

#### **SPECIAL PROGRAMS OFFICE**

- Administers several of Mays' high-impact learning experiences that are open to Mays undergraduate students
- Houses the Business Honors Degree Program, Mays Communication Lab, and Career Services

#### **CENTER FOR EXECUTIVE DEVELOPMENT (CED)**

- Customized management training for domestic and multinational organizations
- Develop programs for clients with the intent to develop future leaders of their organizations

#### **CENTER FOR HUMAN RESOURCE MANAGEMENT (CHRM)**

- CHRM Corporate Partner Board
- Maximize knowledge about human capital through teaching, research and engagement with organizations both domestic and MNCs
- CHRM companies have access to business students and opportunities to teach/hire them

#### **REAL ESTATE CENTER (REC)**

- Largest publicly funded organization devoted to real estate research in the nation
- Conduct research on financial, socioeconomic, public policy, trade, legal, land use and local market analysis issues related to real estate

#### **RELIANT ENERGY SECURITIES & COMMODITIES TRADING CENTER (RTC)**

- Students are given access to analytical tools and volumes of real-time and historical financial data
- Seats over fifty students at computer work stations, outfitted with Bloomberg terminals, four independent LED projectors, a SMART Technology system and two drop-down screens
- Manage the Tanner Fund, a student run portfolio
- Academic courses use the Reliant Energy Trading Center for foreign exchange trading experience
- Petroleum Ventures Program

## Supplement 16

### **CIBS: Association with On Campus Globalization Programs**

#### **MSC L.T. JORDAN INSTITUTE FOR INTERNATIONAL AWARENESS**

- Provides A&M and the surrounding community with international exposure through on-campus programming and travel abroad opportunities
- Internship and Living Abroad Programs in Chile, China, England, Singapore, and Spain
- International Service Program
  - Provides students with an intercultural experience via meaningful service to the government and needy citizens of the Dominican Republic and Belize
  - Promotes cultural understanding and respect among A&M students and the countries' citizens
  - Fosters problem-solving skills and critical thinking through real, hands-on international experiences in the area of health

#### **BORLAUG INSTITUTE FOR INTERNATIONAL AGRICULTURE**

- Helps to elevate small-holder farmers out of poverty and hunger through agriculture science
- Project regions
  - Sub-Saharan Africa
  - Middle East & North Africa
  - Asia
  - Latin America & The Caribbean
- International Training
  - U.S. Department of Agriculture's Foreign Agricultural Service Cochran Fellowship Program
  - Norman E. Borlaug International Agricultural Science and Technology Fellowship Program
- International Agriculture & Resource Management Certificate Program

#### **BRAZOS VALLEY WORLDFEST**

- Promote and celebrate international diversity and heritage of Brazos Valley
- Create welcoming environment for community's international residents and visitors to promote the Brazos Valley to the world
- Celebrates international awareness by offering cultural displays, demonstrations, international cuisine, performances, children's crafts, educational competitions, and many other activities

#### **STUDENT ORGANIZATIONS**

- International Student Association
- International Student Mentors Association
- International Christian Fellowship
- A&M International Fellowship
- Alpha Kappa Delta International Honor Society
- Circle K International
- CURE International
- Phi Beta Delta Honor Society for International Scholars
- International Business Association
- Global Business Brigades

#### **CORPS OF CADETS GLOBAL LEADERSHIP INITIATIVES PROGRAM**

- Partnership between the Corps of Cadets, Department of International Studies, Study Abroad Programs Office, and Confucius Institute
- Focuses on developing a context of international awareness, regional expertise, and language competence
- Allows cadets to develop critical awareness of changing international trends and exposure to non-Western nations in Africa, Asia, the Middle East, and Central & South America
- Develop skills in critical languages of Arabic, Russian, and Mandarin Chinese
- Corps International Excursions to Panama & Costa Rica, South Africa, and China



## **CENTER FOR INTERNATIONAL BUSINESS STUDIES**

#### **STUDENT CONFERENCE ON NATIONAL AFFAIRS (SCONA)**

- Provides programs for students across Texas, the nation, and the world to exchange ideas and discuss the role of the United States in the global community
- Annual collegiate conference that brings delegates from all over the nation and the world
- Discuss topic of national importance through facilitated round tables culminating in a policy paper

## Texas A&M and Third Party International Internship Opportunities

### *Texas A&M International Internship Opportunities*

<u>Partner</u>	<u>Region</u>	<u>Country</u>	<u>City</u>
A&M Agrilife	Caribbean	Haiti	Christianville, Thomanzeu
Agricultural & Nat. Res. Intern. Prog.	Europe	Italy	Rome
LT Jordan	Asia	China	Beijing
LT Jordan	Asia	Singapore	Singapore
LT Jordan	Europe	Spain	Seville
LT Jordan	Europe	United Kingdom	London
LT Jordan	South America	Chile	Santiago
Public Policy Internship Program	Europe	France	Paris
Public Policy Internship Program	Europe	Spain	Madrid
Public Policy Internship Program	Europe	Germany	Berlin
Public Policy Internship Program	Europe	United Kingdom	London

### *Third Party International Internship Opportunities*

<u>Partner</u>	<u>Region</u>	<u>Country</u>	<u>City</u>
American Institute for Foreign Study	Cental America	Costa Rica	San Jose
American Institute for Foreign Study	Europe	Italy	Florence, Rome
American Institute for Foreign Study	Europe	United Kingdom	London
American Institute for Foreign Study	Europe	Spain	Granada
Anglo Educational Serivces	Europe	United Kingdom	London
Academic Programs International	Europe	United Kingdom	London, Stirling, Bristol
Academic Programs International	Europe	Ireland	Cork, Dublin
Academic Programs International	Europe	Spain	Barcelona, Sevilla
Academic Programs International	Europe	Scotland	Edinburgh
Academic Programs International	Oceania	New Zealand	Auckland, Wellington
Academic Programs International	Oceania	Australia	Brisbane, Melbourne, Sydney
Academic Programs International	South America	Chile	Santiago
Academic Programs International	South America	Argentina	Buenos Aires
Cultural Experiences Abroad	Europe	Spain	Barcelona, Sevilla
Cultural Experiences Abroad	Europe	United Kingdom	London
Cultural Experiences Abroad	Europe	Ireland	Dublin
Cultural Experiences Abroad	Europe	Italy	Florence, Rome
Cultural Experiences Abroad	Europe	France	Paris
Cultural Experiences Abroad	Europe	Czech Republic	Prague
Council on International Educational Exchange	Europe	Germany	Berlin
Council on International Educational Exchange	Europe	United Kingdom	London
Council on International Educational Exchange	Europe	Spain	Barcelona
Council on International Educational Exchange	Africa	South Africa	Cape Town
Council on International Educational Exchange	Asia	China	Hong Kong, Shanghai
Council on International Educational Exchange	Asia	India	Mumbia
Council on International Educational Exchange	Europe	France	Paris

## Supplement 17

### *Third Party International Internship Opportunities (continued)*

Council on International Educational Exchange	Europe	Czech Republic	Prague
Council on International Educational Exchange	Europe	Italy	Rome
Council on International Educational Exchange	South America	Chile	Santiago
Council on International Educational Exchange	Asia	Singapore	Singapore
Council on International Educational Exchange	North America	Canada	Toronto
Education Abroad Network	Oceania	Australia	Brisbane
Education Abroad Network	Oceania	New Zealand	Auckland
Education Abroad Network	Asia	Thailand	Chiang Mai
Global Experiences	Asia	China	Shanghai
Global Experiences	Europe	Spain	Barcelona
Global Experiences	Europe	Ireland	Dublin
Global Experiences	Europe	Italy	Florence, Milan
Global Experiences	Europe	United Kingdom	London
Global Experiences	Europe	France	Paris
Global Experiences	Europe	Sweden	Stockholm
Global Experiences	Oceania	Australia	Sydney
International Studies Abroad	Asia	South Korea	Seoul
International Studies Abroad	Asia	China	Shanghai
International Studies Abroad	Europe	Ireland	Dublin
International Studies Abroad	Europe	United Kingdom	London
International Studies Abroad	Europe	Spain	Madrid, Salamanca, Valencia
International Studies Abroad	Europe	Italy	Florence
International Studies Abroad	Oceania	Australia	Adelaide
International Studies Abroad	Oceania	New Zealand	Auckland
International Studies Abroad	South America	Chile	Santiago

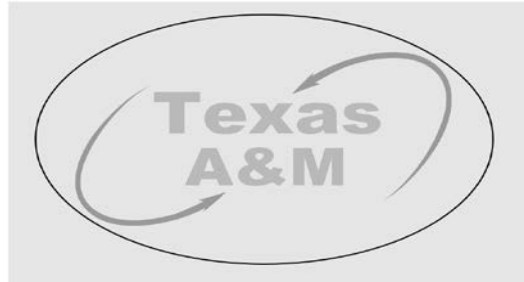


Supplement 17

**Texas A&M and Third Party International Internship Opportunities**



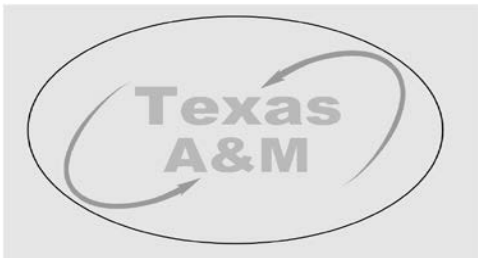
**TAMU CIBE PROGRAM: Achieving the Objectives of the Federal Statutes**



**EDUCATIONAL ACTIVITIES**

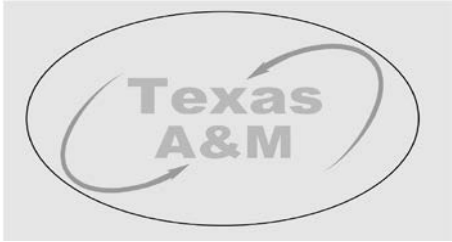
	Achieves the <b>Broad Objectives of Section 611(b)</b> by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Achieves the Purpose of Section 612(a)(b) by providing national and regional teaching resource for int'l business, language, culture, and providing int'l trade research and training.	Fulfills <b>Mandatory Activities in Section 612(a)(b)</b> including serving as interdisciplinary programs for int'l business, language, and community.	Fulfills <b>Mandatory Activities in Section 612(a)(b)</b> including serving as interdisciplinary programs for int'l business, language, and community.
1. Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa (Musoma)	✓	✓	✓	✓
2. IB Immersion: Focus on China and other Emerging Economies of the 21st Century (Gaspar)	✓	✓	✓	✓
3. IB Curriculum: Entrepreneurship in the Age of Globalization (Pustay)	✓	✓	✓	✓
4. Interdisciplinary Globalization Programs for Masters Students (Mahajan)	✓	✓	✓	✓
5. Global Living & Learning Community and Global Thought Leadership Academy (Musoma)	✓	✓	✓	✓
6. International Business Apprenticeship and Internship Empowerment (Shafer)	✓	✓	✓	✓
7. Mays Global Ambassadors (Hara)	✓	✓	✓	✓
8. Model Arab League (MAL) Texas A&M Chapter: (Ayari)	✓	✓	✓	✓
9. Internationalization of Doctoral Business Students (Eden)	✓	✓	✓	✓
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)	✓	✓	✓	✓
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Musoma)	✓	✓	✓	✓
12. Student Organizations: IB, Culture, and Networking (Shafer)	✓	✓	✓	✓
13. Mays <i>Ibnetwork</i> for Students, Faculty and Executives (Hara)	✓	✓	✓	✓
14. Mays Working Abroad Series (Burton)	✓	✓	✓	✓

**TAMU CIBE PROGRAM: Achieving the Objectives of the Federal Statutes**

<div style="text-align: center;">  <p><b>RESEARCH ACTIVITIES</b></p> </div>		Achieves the <b>Broad Objectives of Section 611(b)</b> by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Achieves the Purpose of Section 612(a)(b) by providing national and regional teaching resource for intl business, language, culture, and providing intl trade research	Fulfills <b>Mandatory Activities</b> including serving as interdisciplinary research community
15. U.S. MNEs: To Survive and Compete in Conflict Zones (Hitt)		✓	✓	✓
16. The Role of International Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)		✓	✓	✓
17. China's Transformation and the Renaissance of State Owned Multinationals (Eden)		✓	✓	✓
18. Emerging Economies and Multinational Enterprises (Tihanyi)		✓	✓	✓
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)		✓	✓	✓
20. Digital Connectivity, Information Flows, and Innovation of Nations (Yadav and Mirahmad)		✓	✓	✓
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)		✓	✓	✓
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Ahmed)		✓	✓	✓
23. Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation (Varadarajan)		✓	✓	✓
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)		✓	✓	✓
25. Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research (Eden and Ray)		✓	✓	✓
26. Can Central Bank issued Digital Currency avert future Financial Crisis (Skeie)		✓	✓	✓

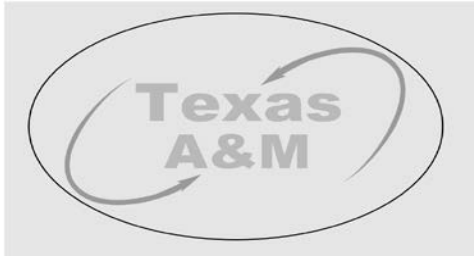
**Supplement 18**

**TAMU CIBE PROGRAM: Achieving the Objectives of the Federal Statutes**

<div>  <p align="center"><b>OUTREACH ACTIVITIES</b></p> </div>		Achieves the Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Achieves the Purpose of Section 612(a)(b) by providing national and regional teaching resource for intl business, language, culture, and providing intl trade research and tr-	Fulfills Mandatory Activities including serving as interdisciplinary progr-
27. Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC) (Shafer)		✓	✓	✓
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Araujo)		✓	✓	✓
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)		✓	✓	✓
30. IB Seminars on Conducting Business Abroad for U.S. Corporate Executives (Welch)		✓	✓	✓
31. Globalization of Small and Medium-Size American Companies: Export Certification Program (Lester)		✓	✓	✓
32. Foreign Language/Culture Training and Immersion Outreach (Ayari)		✓	✓	✓
33. K-12 Global Resources and Training for Teachers and Students (Hara)		✓	✓	✓

TAMU CIBE PROGRAM: Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Perm

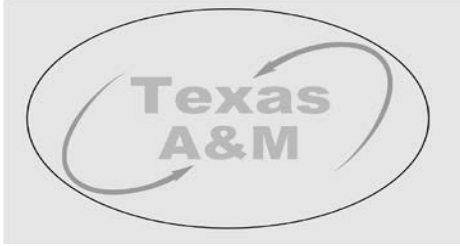
	Purposes												Mand Prog
	IB/Trade Competitiveness												
	National Resources for IB Teaching	Instruction in Foreign Lang & Int'l Fields	Research and Training in Int'l Fields	Training of Students	Resource for Regional Businesses	Serve other Faculty, Students, & Institutions	Foreign Lang & Int'l Studies	Interdiscip Prog for Non-business Fac/Students	Collaborative Foreign Lang Prog for Business	Research to Strengthen IB Skills	Research on Int'l Competitiveness	Overseas Traini...	
1.Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa (Musoma)	✓	✓	✓	✓		✓	✓	✓	✓			✓	
2. IB Immersion: Focus on China and other Emerging Economies of the 21st Century (Gaspar)	✓	✓	✓	✓		✓	✓	✓	✓			✓	
3. IB Curriculum: Entrepreneurship in the Age of Globalization (Pustay)	✓	✓	✓	✓			✓	✓	✓			✓	
4. Interdisciplinary Globalization Programs for Masters Students (Mahajan)	✓		✓	✓			✓	✓	✓			✓	
5.Global Living & Learning Community and Global Thought Leadership Academy (Musoma)	✓	✓	✓	✓	✓		✓	✓	✓			✓	
6. International Business Apprenticeship and Internship Empowerment (Shafer)			✓	✓			✓	✓	✓			✓	
7. Mays Global Ambassadors (Hara)				✓	✓	✓			✓			✓	
8. Model Arab League (MAL) Texas A&M Chapter: (Ayari)		✓		✓			✓		✓			✓	
9. Internationalization of Doctoral business Students (Eden)	✓	✓	✓	✓			✓	✓	✓			✓	
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Musoma)	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
12. Student Organizations: IB, Culture, and Networking (Shafer)				✓	✓	✓	✓	✓	✓			✓	
13. Mays <i>Ibnetwork</i> for Students, Faculty and Executives (Hara)	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
14. Mays Working Abroad Series (Burton)				✓		✓			✓				



EDUCATIONAL ACTIVITIES

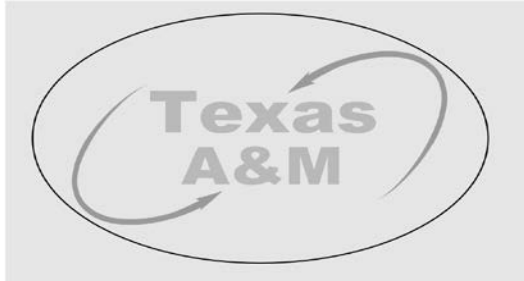
**Supplement 19**

**TAMU CIBE PROGRAM: Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permis**

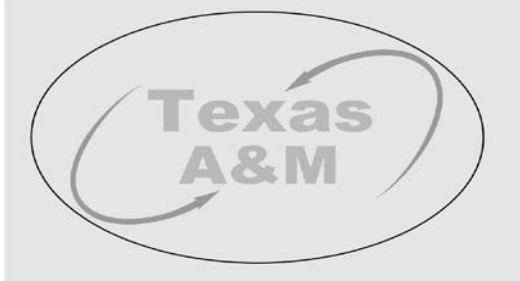
<div>  <p><b>RESEARCH ACTIVITIES</b></p> </div>	<b>Purposes</b> <b>IB/Trade Competitiveness</b>										
	National Resources for IB Teaching	Instruction in Foreign Lang & Int'l Fields	Research and Training in Int'l Fields	Training of Students	Resource for Regional Businesses	Serve other Faculty, Students, & Institutions	Foreign Lang & Int'l Studies	Interdiscip Prog for Non-business Fac/Students	Collaborative Foreign Lang Prog for Business	Research Programs to Develop IB Skills	Research to Strengthen IB Curricula
15. U.S. MNEs: To Survive and Compete in Conflict Zones (Hitt)		✓		✓					✓	✓	
16. The Role of Int'l Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)		✓		✓					✓	✓	
17. China's Transformation and the Renaissance of State Owned Multinationals (Eden)		✓	✓	✓					✓	✓	
18. Emerging Economies and Multinational Enterprises (Tihanyi)		✓	✓	✓	✓				✓	✓	
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)		✓		✓					✓	✓	
20. Digital Connectivity, Information Flows, and Innovation of Nations (Yadav and Mirahmad)		✓		✓					✓	✓	
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)		✓		✓					✓	✓	
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Ahmed)		✓		✓					✓	✓	
23. Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation (Varadarajan)		✓		✓					✓	✓	
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)	✓	✓	✓	✓	✓				✓	✓	
25. Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research (Eden and Ray)	✓	✓	✓	✓	✓	✓			✓	✓	
26. Can Central Bank issued Digital Currency avert future Financial Crisis (Skeie)		✓		✓					✓	✓	

**Supplement 19**

**TAMU CIBE PROGRAM: Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and I**

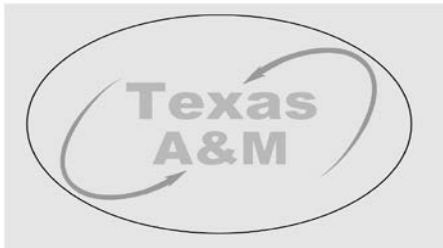
	Purposes IB/Trade Competitiveness										Mandatory Programs		
	National Resources for IB Teaching	Instruction in Foreign Lang & Int'l Fields	Research and Training in Int'l Fields	Training of Students	Resource for Regional Businesses	Serve other Faculty, Students, & Institutions	Foreign Lang & Int'l Studies	Interdiscip Prog for Non-business Fac/Students	Collaborative Foreign Lang Prog for Business	Research to Strengthen IB Skills	Research on Int'l Competitiveness	Overseas Training Programs	Linkages Over
<div>  <p><b>OUTREACH ACTIVITIES</b></p> </div>													
27. Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC) (Shafer)	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Araujo)	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)	✓	✓	✓	✓	✓	✓	✓			✓		✓	
30. IB Seminars on Conducting Business Abroad for U.S. Corporate Executives (Welch)	✓	✓	✓		✓	✓	✓					✓	✓
31. Globalization of Small and Medium-Size American Companies: Export Certification Program (Lester)	✓	✓	✓	✓	✓	✓	✓						
32. Foreign Language/Culture Training and Immersion Outreach (Ayari)		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
33. K-12 Global Resources and Training for Teachers and Students (Hara)		✓	✓	✓	✓	✓	✓						

TAMU CIBE Activities Fulfill Significant Areas of Need

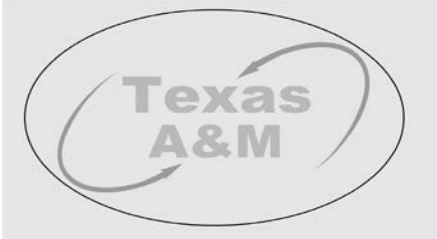
<div>  <p><b>EDUCATIONAL ACTIVITIES</b></p> </div>	Student IB and Cultural Competency	Globalize Business Faculty and Ph.D. Students	Internationalize Business Curriculum	IB Education and Training to Advance US Competitiveness	Student and Executive Foreign Language Skills and Knowledge	IB Training & Resources for Non-Business Faculty	Internationalize Faculty
	1	2	3	4	5	6	7
1. Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa (Musoma)	✓	✓	✓	✓			
2. IB Immersion: Focus on China and other Emerging Economies of the 21st Century (Gaspar)	✓	✓	✓	✓	✓		
3. IB Curriculum: Entrepreneurship in the Age of Globalization (Pustay)	✓	✓	✓	✓	✓		
4. Interdisciplinary Globalization Programs for Masters Students (Mahajan)	✓	✓	✓	✓	✓		
5. Global Living & Learning Community and Global Thought Leadership Academy (Musoma)	✓			✓	✓		
6. International Business Apprenticeship and Internship Empowerment (Shafer)	✓		✓	✓	✓		
7. Mays Global Ambassadors (Hara)	✓						
8. Model Arab League (MAL) Texas A&M Chapter: (Ayari)	✓		✓	✓	✓		
9. Internationalization of Doctoral Business Students (Eden)	✓	✓	✓	✓	✓		
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)	✓		✓	✓	✓		✓
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Musoma)	✓		✓	✓	✓		✓
12. Student Organizations: IB, Culture, and Networking (Shafer)	✓						
13. Mays <i>Ibnetwork</i> for Students, Faculty and Executives (Hara)	✓	✓	✓		✓	✓	
14. Mays Working Abroad Series (Burton)	✓			✓			



**TAMU CIBE Activities Fulfill Significant Areas of Need**

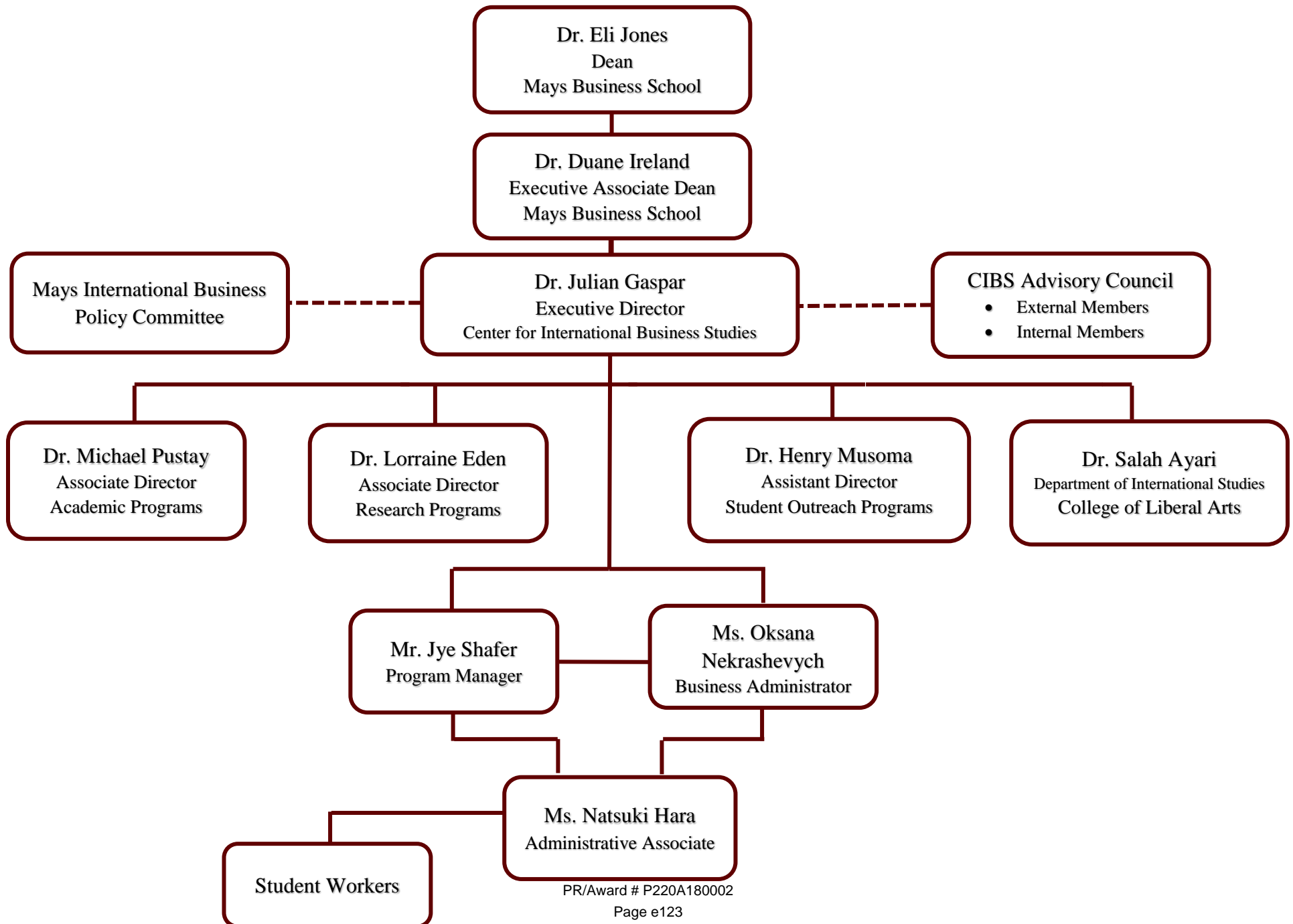
<div>  <p><b>RESEARCH ACTIVITIES</b></p> </div>	Student IB and Cultural Competency	Globalize Business Faculty and Ph.D. Students	Internationalize Business Curriculum	IB Education and Training to Advance US Competitiveness	Student and Executive Foreign Language Knowledge	IB Training & Resources for Non-Business Faculty	Internationalize Undergraduate Curriculum
	1	2	3	4	5	6	7
15. U.S. MNEs: To Survive and Compete in Conflict Zones (Hitt)		✓	✓	✓			
16. The Role of International Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)		✓	✓	✓			
17. China's Transformation and the Renaissance of State Owned Multinationals (Dr. Eden)		✓	✓	✓			
18. Emerging Economies and Multinational Enterprises (Dr. Tihanyi)		✓	✓	✓			
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)		✓	✓	✓			
20. Digital Connectivity, Information Flows, and Innovation of Nations (Yadav and Mirahmad)		✓	✓	✓			
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)		✓	✓	✓			
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Ahmed)		✓	✓	✓			
23. Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation (Varadarajan)		✓	✓	✓			
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)	✓	✓	✓	✓			
25. Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research (Eden and Ray)	✓	✓	✓	✓	✓		
26. Can Central Bank issued Digital Currency avert future Financial Crisis (Skeie)		✓	✓	✓			

**TAMU CIBE Activities Fulfill Significant Areas of Need**

<div>  <p><b>OUTREACH ACTIVITIES</b></p> </div>							
	Student IB and Cultural Competency	Globalize Business Faculty and Ph.D. Students	Internationalize Business Curriculum	IB Education and Training to Advance US Competitiveness	Student and Executive Foreign Language Skills and Knowledge	IB Training & Resources for Non-Business Faculty	Internationalize Under-Served Institutions
	1	2	3	4	5	6	7
27. Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC) (Shafer)	✓	✓	✓	✓	✓		✓
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Araujo)	✓	✓	✓	✓	✓	✓	✓
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)	✓	✓	✓	✓			✓
30. IB Seminars on Conducting Business Abroad for U.S. Corporate Executives (Welch)		✓	✓	✓	✓		
31. Globalization of Small and Medium-Size American Companies: Export Certification Program (Lester)				✓	✓		✓
32. Foreign Language/Culture Training and Immersion Outreach (Ayari)	✓	✓	✓		✓	✓	✓
33. K-12 Global Resources and Training for Teachers and Students (Hara)	✓						✓

Supplement 21

**TAMU CIBE PROGRAM: Organizational Chart**



## **Supplement 22**

### **Texas A&M: Project Design and Management Plan**

*For all TAMU CIBE Activities, the CIBE will take strategic steps to promote, solicit (social media, brochures, presentations, targeted emails, etc.), and include students, faculty, and executives that may be under-represented due to gender, race, national origin, color, disability or age, as noted under the Department of Education's General Education Provisions Act (GEPA). In addition, the CIBE has planned a number of activities that have been specifically designed to assist under-represented populations (A1: Regents Scholars Global Certificate of Achievement; A2: Overseas Immersion: IB in Emerging Economies; A5: Empowering the Region's Hispanic and Spanish Speaking Student Population for Business Careers in Latin America; A6: International Business Internship empowerment; A9: Internationalization of Doctoral Business Students; A24: Effectiveness of Offering IB Certification Utilizing MOOCs; A26: Analyzing Perceived Barriers to Study Abroad and Language Learning; A27: Internationalizing MSIs and Community Colleges; A28: Domestic FDIB and Language Programs; and A29: Overseas FDIB Programs).*

#### **ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE**

##### **Education Activity 1: Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa**

*Leader:* Dr. Henry Musoma (Assistant Director, Center for International Business Studies)

*Objective:* To provide Regents Scholars, first-generation college students from lower-income families, an introductory IB course focused on sustainable business in Southern Africa coupled with immersion experience with local non-governmental organizations (NGOs) to arouse IB interest right at the start of their freshman year.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4)

*Plan for Implementation:* In **Spring 2019**, the CIBE will create the Global Plus Learning Community to provide subsidies (funded by Phillips-66 corporation) for a select group of Mays Business School Regent scholars to participate in an overseas sustainable business experience. Mays Business School is the home to some 50 Regents Scholars each year, and the TAMU CIBE will offer a new concentrated Global Certificate of Achievement program to enable low income, largely minority students, to gain a "global perspective" of commerce, experience tangible things, a sense of environmental sustainability, and understanding of other cultures. The program will include pre-departure country orientation. Each **Fall semester**, Dr. Musoma will promote the 'Learning Community' to enlist and select 15 new students and brief them on the IB and cultural issues, *Global Certificate of Achievement* planned activities, and study abroad opportunities. Each **Spring semester**, students registered for a short-term international experience will attend cultural, and political briefings on the target countries of southern Africa. This program will serve as a foundation and stimulus for the more rigorous 18-hour Mays IB minor/certificate programs (*Certificate in IB, Certificate in European Union Business, Certificate in Latin American Business or the new Certificate in Chinese Business*) and engage in a long-term study abroad activity, such as a reciprocal exchange program. Regent Scholars will also be encouraged to participate in activities that focus on global business and provide an overseas experience, such as the BI Norwegian Business School International Case Challenge in Oslo to enhance their international career opportunities.

##### **Education Activity 2: IB Immersion: Focus on China and other Emerging Economies of the 21<sup>st</sup> Century**

*Leader:* Dr. Julian Gaspar (Executive Director, Center for International Business Studies)

*Objective:* To increase student understanding and confidence in conducting business with emerging economies and China in particular that is anticipated to dominate global business prospects in the 21<sup>st</sup> century

*Significant Needs Addressed:* IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training especially in Emerging Economies to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

*Plan for Implementation:* During 2018-2022, the CIBE will implement overseas immersion programs to provide more students an international experience, with an emphasis on emerging economies. The ***Emerging Markets of the 21<sup>st</sup> Century series*** summer study abroad programs will be offered each year in collaboration with overseas partner schools – **China** (Dr. Araujo) at Beijing Jiaotong University; **India** (Dr. Gaspar) at SDM Institute for Management Development, Mysore; **Brazil** (Dr. Kufterous) at Fundacao Getulio Vargas, Rio de Janeiro; **Russia** (Dr. Panina) at Moscow State University; and **South Africa**, (Dr. Flint) at Stollenbauch University, Cape Town. (These programs will not supplant existing summer study abroad programs that are focused on Europe.) Building upon the TAMU CIBE's successful 18-hour IB certificate programs (IB, EU Business, and Latin American Business) a new undergraduate certificate program, the Certificate in Chinese Business will be developed comprising the following: (a) 6-credit hours of Mandarin Chinese language, (b) attend a semester-long program of culture and Mandarin offered by TAMU's Confucius Institute, (c) take 4-courses focused on Chinese business and culture offered by one of our five partner business schools in China as part of a semester-long exchange, and (d) a six-week internship with either KPMG or CCCC (China Communications Constructions corporation) in Beijing, China. Each ***Summer/Fall semester***, informational meetings will be held to solicit students for the emerging market programs. Each ***Fall/Spring semester***, pre-departure study sessions will be held with students selected to the programs about the culture, history, language and logistics of the field study. Foreign students from the target countries will provide an overview of the country and be available for Q&A. Each ***Fall semester***, MS Business students will be briefed about the requirement to participate in an emerging market Spring Break Study Program (in March) that will involve Mays teams working with regional businesses and developing export/import strategies for those firms with the final results being presented to the firms' management team. To encourage study abroad and internship opportunities to MSIs and other schools in Texas and the region, the TAMU CIBE will open the Emerging Markets of the 21st Century Study Abroad Series to Texas A&M System schools (Supplement-4: TAMU CIBE Texas-wide Collaboration & Impact) as well as to the Southern Association of Colleges and Schools (Supplement-5: TAMU CIBE Regional Collaboration & Impact) that are located in the 11 southern states. Participants of these overseas study programs will be more marketable in securing jobs especially in international business.

### **Education Activity 3: IB Curriculum: Entrepreneurship in the Age of Globalization**

*Leader:* Dr. Michael Pustay (Professor, Management)

*Objective:* To develop new courses, innovative IB tracks and enhance existing courses by infusing timely IB and cultural content.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4)

*Plan of Implementation;* Under the direction of Dr. Pustay, TAMU CIBE Associate Director of Academic Programs and Member, Mays International Business Policy Committee (Sup-13: CIBS Mays International Business Policy Committee) and with support from Mays Business School Departments (Sup-14: CIBS Collaboration with Mays Departments) and Centers (Sup-15: CIBS Collaboration with Mays Centers), and acknowledging the crucial role of entrepreneurship in the U.S. and global economy, two new programs will be developed in collaboration with the director (Dr. Lester) of the McFerrin Center for Entrepreneurship at Mays for the 2018-2022 CIBE cycle. First, the Entrepreneurship in Belgium and Chile programs will comprise two-week overseas study of Belgian and Chilean startups with the objective of seeking entry into the U.S. market and Texas exports abroad with the assistance of Houston DEC. Pre-departure semester-long preparatory sessions held on campus will focus on an analysis of Belgian/Chilean incubators and startup firms. Student groups will make strategic export and investment

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recommendations after completion of their overseas study and startup analysis. Second, our Masters Certificate in Entrepreneurship will be replaced with a new intensive MS dual-degree program in International Entrepreneurship by partnering with two of Europe's top entrepreneurship schools, HEC Liège in Belgium and Ca' Foscari in Venice, Italy both have business incubators and entrepreneurs actively associated with those incubators to explore global business opportunities. Additionally, new IB courses that will be developed include: Social Entrepreneurship in South Africa (Dr. Flint), Business Environment of BRICS (Dr. Panina), and Global Supply Chain Management (Dr. Pappu). As a result of the Financial Crisis, the Accounting Department will infuse new IB content into their curriculum to prepare students for the likely U.S. adoption of International Financial Reporting Standards (IFRS). The NASBITE Certified Global Business Professional (NASBITE CGBP) Track will infuse globalization and provide support materials, mentoring, and targeted IB course selections to prepare for the national CGBP exam and career beyond that. Furthermore, the NASBITE Certified Global Business Professional (NASBITE CGBP) Track will infuse globalization and provide support materials, mentoring, and targeted IB course selections to prepare for the national CGBP exam and career beyond that. As an incentive, the CIBE will reimburse ½ the exam cost for up to 40 Mays students/yr.

#### **Education Activity 4: Interdisciplinary Globalization Programs for Masters Students**

*Leader:* Dr. Arvind Mahajan (Professor, Finance & Associate Dean for Masters Programs)

*Objective:* To infuse global practicum in the MBA/MS curriculum and enhance student marketability and career opportunities

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

*Plan for Implementation:* In **Fall 2019**, Students from all disciplines will be recruited to the new MS Business (Dr. Jasperson) and full-time MBA program (Dr. Deer) and will take a mandatory IB Policy course that will now incorporate consulting case study abroad of a startup or evaluate the commercial viability of domestic startups going global. These interdisciplinary programs (Sup-6) will infuse students of other colleges on campus with a global business perspective. Prize money will be provided to the top three teams that have done the best due diligence and have come up with the best global business strategy. Also, graduate students of International Affairs (Bush School), Agribusiness (Agriculture), and International Petroleum Management (Engineering) that are enrolled in the International Transfer Pricing program (Dr. Eden) will join an IB network of students and MNE executives and will receive direct job placement opportunity with Grant Thornton (a MNE) in their Transfer Pricing Division in Europe and China.

#### **Education Activity 5: Global Living & Learning Community and Global Thought Leadership Academy**

*Leader:* Dr. Henry Musoma (Assistant Director, Center for International Business Studies)

*Objective:* To create a cadre of students that are well-versed with the international business environment and are ready to enter the global workforce equipped for success.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

*Plan of Implementation:* Each **Fall semester**, beginning in 2019 the TAMU CIBE will help TAMU form a learning community of 80 students comprising equally of domestic and international students who will live in a dormitory paired with students of common country interest. Students will immerse themselves for one or two semesters in foreign business, culture, economic, social and political systems as well as business etiquette abroad. The CIBE will provide resources such as strategic IB career guidance, IB mentors and certificate program opportunities to enrich their undergraduate IB experience on campus (Sup-16: CIBS Association with On-campus Globalization Programs) as well as through: IBA (International Business Association); executive speakers; pertinent Bush School foreign affairs seminars; and foreign student association activities. In addition, the Thought Leadership Academy will focus on the Corps of Cadets that is a part of TAMU by infusing international awareness, regional expertise and language

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competence. During 2018-22, the CIBE plans to incorporate a 10-day overseas immersion for the Corp of Cadets to South Africa, China, Egypt and Brazil.

#### **Education Activity 6 International Business Apprenticeship and Internship Empowerment**

*Leader:* Mr. Jye Shafer (Program Manager, Center for International Business Studies)

*Objective:* To provide undergraduate and graduate business students the opportunity to gain in-country immersion and work experience in IB that will lead to career opportunities upon graduation.

*Significant Needs Addressed:* Student Cultural Competency (1), Globalize Business Faculty (2), Internationalize Business Curriculum (3); Education and Training to Advance U.S. Competitiveness (4)

*Plan for Implementation:* **Every fall** commencing in 2019, the TAMU CIBE will co-sponsor an International Apprenticeship/Internship Fair and Conference in collaboration with the TAMU CIBE Advisory Council (Sup-1: CIBS Advisory Council), the Jordan Institute for International Awareness, the TAMU Career Center, the Public Policy Internship Program, and the TAMU Study Abroad Programs Office (Sup-16). The primary objective is to promote and enroll students in international apprentice and internship programs offered by (a) TAMU CIBE (Sup-10), (b) TAMU Study Abroad Office, and (c) Third-party providers (Sup-17: TAMU and Third Party International Internship Opportunities). The TAMU CIBE program will provide financial support to defray air travel cost and place Mays students in 6 to 10- week apprenticeship/internships. The partnering organizations will have coordinators in each country to assist students in obtaining crucial business training with strategic companies. Minority serving institutions from the TAMU System and SACS will be encouraged to attend the IB Internship Fair and Conference. Business and agribusiness students will also have an opportunity to gain practical International Development experience with a TAMU Borlaug Institute for International Agriculture project in Armenia, El Salvador, Guatemala, Rwanda, Indonesia, and Namibia or the Global Business Brigades student organization to Nicaragua.

#### **Education Activity 7: Mays Global Ambassadors**

*Leader:* Ms. Natsuki Hara (Administrative Associate, TAMU Center for International Business Studies)

*Objective:* To serve as a study abroad and international internship peer mentor, providing fellow students assistance and outreach within Mays Business School

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4)

*Plan of Implementation:* In early **Fall 2018** the CIBE will select ten Mays Global Ambassadors --students in good academic standing, one each with a recent winter and summer faculty-led study abroad program as well as a participant of international apprentice/internship experience and semester-long exchange program to work 2 hours per week for a full academic year under the direction of the CIBS's Administrative Assistant. The Ambassadors will be chosen based on their passion for international experience, ability to articulate its value, and desire to assist peers both verbally and through marketing campaigns. Peer mentoring to Mays students will include informational sessions on study abroad/internship program selection, financial planning, general and security concerns and referral to on/off campus resources. Also, the Global Ambassadors will assist in the promotion of study abroad/internships by speaking in classes, to student organizations, staffing information tables, and creating social media marketing materials with the CIBS Program Manager.

#### **Education Activity 8: Model Arab League (MAL) Texas A&M Chapter**

*Leader:* Dr. Salah Ayari (Associate Professor of Arabic and Arabic Studies, International Studies Program)

*Objective:* To provide "overachieving" Mays Honors Program students an opportunity to study business and culture of the most important crude oil producing region of the world that is prone to constant conflict.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

*Plan for Implementation:* Starting in **fall 2018** and during each fall thereafter, the CIBE and Honors Program office will select up to 4 students to enroll in program with selected students of TAMU's International Studies program of the College of Liberal Arts to take courses in Arabic and Middle East culture. After successful completion of those courses student teams will have the opportunity to participate and debate in a Model Arab League's Council of Economic Affairs in the spring based on their research and understanding of critical economic issue facing the Arab World. Students are expected to be well versed in Arabic, regional economic, political and cultural systems of the Middle East. CIBE will fund TAMU's winning team to participate in the annual regional conference hosted by the "Bilateral US-Arab Chamber of Commerce."

### **Education Activity 9: Internationalization of Doctoral Business Students**

*Leader:* Dr. Lorraine Eden (Professor of Management, President of AIB, and Associate Director of Research, TAMU CIBE)

*Objective:* To inspire Mays and doctoral business students from across the nation especially from MSIs to enhance their knowledge base and research focus in IB and enable them to become IB scholars and faculty for America's future competitiveness.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Underserved Institutions (7)

*Plan for Implementation:* Each **Fall semester**, after response to a call for IB research proposals is received from Mays doctoral students, the CIBE will meet with the Mays Department Heads to select Ph.D. students to receive CIBE financial support for dissertation research focused on IB and/or doctoral IB educational development programs -- Internationalizing Doctoral Education in Business (IDEB) conference, domestic (A30) and overseas (A31) FDIB programs. In addition, each Fall semester, one Mays doctoral student will be selected to serve as assistant for the MS Business Spring Break Overseas Study Program to emerging economies (A2). Increasing the global competency of U.S. doctoral business students – the country's future professors – will have the greatest generational impacts on internationalizing U.S. business education/schools. The TAMU CIBE will be a part of a national 9-CIBE consortium and co-sponsor the Internationalizing Doctoral Education in Business (IDEB) program in collaboration with the Academy of International Business (AIB). The first IDEB program will be conducted in 2019 in conjunction with AIB annual conference of doctoral consortium and the second program will take place in 2020 when both are held abroad. The purposes of the 2-day professional development program for doctoral students in business and related fields are to assist in the globalization of business doctoral programs nationwide; to influence a new generation of doctoral students to approach their studies with an international perspective; and to support doctoral candidates with international dissertation topics by helping develop a network of peers with related academic interests. The biennial event will gather about 80 doctoral candidates from the nation's leading business schools and will focus on frontiers of IB research in functional as well as global issues, methodology, data collection, and teaching. IDEB seminars aim to equip young educators with essential knowledge of international business while also providing models for incorporating the international dimensions into their curriculum and research. The overall objective is to encourage future academics to integrate international, cross-cultural, and comparative perspectives into their professional agenda—both teaching and research. It is essential for young scholars to learn about successful strategies as a way of internationalizing and enriching their research and teaching careers as they help their students become a strong part of the globally competent the U.S. workforce. The intent of the organizers is to specifically target Minority Serving Institutions' participation by offering scholarships to facilitate inclusion. The TAMU CIBE Doctoral Research Fund will provide financial support for two Ph.D. students qualified each year to attend IDEB 2019 and 2021 programs and also help support the consortium's program administration expenses. Also, the TAMU CIBE will support one Ph.D. student each year to serve as assistant for the annual faculty-led MS Spring Break Study Program in an emerging economy (A2). They will gain valuable hands-on international expertise to share in the classroom and insight into managing study abroad programs.



### **Education Activity 10: Summer Culture and Language Institute for Statewide and Regional MSIs**

*Leader:* Dr. Julian Gaspar (Executive Director, Center for International Business Studies)

*Objective:* To provide undergraduate and graduate students from MSIs in the 11-state region intensive culture & foreign language training related to strategically important regions of global business and expand those student's IB career opportunities.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), Internationalize Underserving Institutions (7)

*Plan for Implementation* Each **Summer** starting in 2019, the TAMU CIBE in cooperation with other colleges and units of TAMU and Mays overseas partner institutions will host a two-week Boot Camp at the TAMUS RELLIS Campus in Bryan-College Station for students from community colleges and MSIs. This intensive program of IB, culture, geopolitics, topical regional issues and survival language training will be followed by a two month (optional) culture, language, or internship immersion program abroad with our partner institution for students from the TAMU System and SACS. The focus will be in three crucial languages: (1) Arabic [Dr. Ayari] with immersion at the American University in Dubai; (2) Mandarin [Dr. Shandley] with immersion at the Ocean University in China; and (3) Spanish [Dr. Arizpe] with immersion at the Universidad das Las Americas in Puebla in Mexico. Also, the TAMU CIBE program will sponsor the following two, month-long summer culture, language, and social entrepreneurship immersion programs: (1) Spanish, Central America's Culture/History, and Social Entrepreneurship at TAMU's Soltis Center in Costa Rica; and (2) Beginner's Uzbek, Central Asia's Culture/History, and Entrepreneurship with Tashkent Finance Institute in Uzbekistan. Five students will be selected for each program and attend a rigorous all day curriculum of language and cultural immersion with native speakers. On weekends, students will visit historical sites and attend cultural events.

### **Education Activity 11: Foreign Language Training, Virtual Language Lab, and Immersion Programs**

*Leader:* Dr. Henry Musoma (Assistant Director, Center for International Business Studies)

*Objective:* To provide undergraduate and graduate students the opportunity to gain cultural and language competency in common foreign languages and less commonly taught languages (LCTL).

*Significant Needs Addressed:* Student IB and Cultural Competency (1), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

*Plan for Implementation:* **Each Fall**, starting in 2019, Dr. Arizpe (Liberal Arts) will meet with the CIBE director to select the language courses that will be taught during the fall, spring, and summer semesters to meet the needs of Mays Business students. In addition, Dr. Arizpe will make recommendations for new technology-based language programs that need to be purchased for the Virtual Language Lab. Starting in **Spring 2020**, undergraduate and graduate students will be able to participate in foreign language training in three formats: a) technology-based courses, b) teacher-led instruction, and c) in-country immersion. The Virtual Lab will provide intensive, self-directed technology-based training in conjunction with face-to-face native language speaker tutors. **Each Fall semester**, the CIBE will solicit native language tutors. Language training will be offered in 18 languages, including such strategically important languages as Farsi, Arabic, Mandarin, Hindi, Urdu, Russian, Portuguese, Spanish, and Korean, and others as requested. The small group classes and one-on-one language tutorials will be taught with the help of native speakers selected from TAMU's more than 4000 international students representing more than 120 countries. **Each Fall semester**, Dr. Arizpe and the CIBE will plan and coordinate the necessary logistics for students to attend overseas foreign language programs. In addition, the CIBE will work closely with the newly formed Institute for Arabic Language and Culture Studies and the American University in Dubai to provide Arabic language and culture immersion opportunities. **Each Fall semester**, students will be recruited to participate in language immersion programs: **Costa Rica - Spanish**, **LCTL Heritage Speakers Immersion Program**, **Dubai - Arabic**, and **Uzbekistan - Uzbek** or with one of the 40 CIBE overseas partner universities. **Each Spring semester**, CIBE directors will conduct workshops to prepare students to take full advantage of their immersion experience.

### **Education Activity 12: Student Organizations: IB, Culture, and Networking**

*Leader:* Mr. Jye Shafer (Program Manager, Center for International Business Studies)

*Objective:* To provide on campus students a low cost but effective international experience through networking with visiting IB professionals, foreign students, and faculty with IB and cross-cultural expertise.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Education and Training to Advance U.S. Competitiveness (4)

*Plan for Implementation:* Each **Fall semester**, the TAMU CIBE will coordinate a speaker series (Sup-16) and provide financial support for student organizations such as the International Business Association (IBA) and Global Business Brigades (GBB) at Mays. During the annual International Week, IBA and GBB will host a Global Student Form consisting of country briefings, cultural events with the 6,500-strong TAMU's International Student Association from 120 countries and U.S. students who have studied or interned abroad. Additionally, the IBA and GBB will participate in Dialogues with Global Leaders—a dinner bringing together students and international business, industry, and government leaders. Each year, Dr. Gaspar will speak on globalization at the Mays Entrepreneurship Boot Camp for Disabled Veterans, and the Aggie Summer Institute and Business Careers Awareness Program for Texas high school seniors. Finally, IBA will host a 2-hour Global Business Panel of faculty and IB executives each semester to discuss current IB issues and functional areas of study. IBA and GBB will also assist the TAMU Study Abroad Programs Office with the creation of a student panel during Parents' Weekend to articulate the value of studying and interning abroad.

### **Education Activity 13: Mays IBnetwork for Students, Faculty and Executives**

*Leader:* Ms. Natsuki Hara (Administrative Associate, Center for International Business Studies)

*Objective:* To provide easy on-line access to IB and cultural information, resources, and opportunities.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7), Internationalize Business Professionals and Community (8)

*Plan of Implementation:* With information technology revolutionizing the way students and faculty interact and receive information, the TAMU CIBE will create the Mays IBnetwork (TAMU CIBE website, Twitter, Facebook, and Instagram) that will provide instant access to IB resources. IB research data/information as well as sources of international professional opportunities for undergraduate, graduate, doctoral students as well as faculty will be made available on the IBnetwork. An IB and Cultural Competency Speaker's Bureau database will be created, listing business professionals, faculty, and foreign students available to speak in TAMU classes and at student organization meetings on international topics. In **November 2018**, the TAMU CIBE will conduct focus groups with students, faculty and executives to determine the best communication tools to include in the Mays Business School IBnetwork. The goal of the IBnetwork is to provide students, faculty, and the business community with easy access to information on IB topics, international activities and opportunities; such as grants, scholarships, visiting speakers, study abroad programs and foreign language courses and training. A foundation of the IBNetwork will be the CIBE website (<http://cibs.tamu.edu>). In **Spring 2019**, based on feedback from the focus groups; the IBnetwork will be created and will incorporate different aspects of such social networking tools as Facebook, Twitter and LinkedIn. Through the IBnetwork students and faculty will be able to access the CIBE IB Video Library menu (digital and DVD). New videos will be added as requested by faculty. In **Fall 2019**, the IBcareer Blog will be created as part of the IBnetwork. The blog will be maintained by the CIBE and will provide students a forum to discuss topics on IB careers and graduate studies. In **Fall 2020**, the CIBE will invite executives, faculty, and other professionals to be featured on the blog to make expert commentary. Additional resources will be added to the IBnetwork as available. Each **Fall**, after the establishment of the IB network, suggestions for improving the IBnetwork will be solicited from the users of the network.

#### **Education Activity 14: Mays Working Abroad Series**

*Leader:* Ms. Lisa Burton (Program Coordinator, Mays Career Services)

*Objective:* To provide inter-cultural and international business etiquette training and resources to students seeking careers in international business.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), Education and Training to Advance U.S. Competitiveness (4)

*Plan for Implementation:* Each **Fall semester**, the TAMU CIBE and TAMU Career Services will create a slate of country-specific programs that will simulate the preparation needed for an employee to embark on a professional international assignment. Students will hear from a panel of international business executives, director for international internships, international students, TAMU faculty, and exchange partner school faculty to learn how to successfully conduct business abroad. Each semester the focus will be on a particular region of the world that would highlight the significant differences between countries within that region. The series will commence with Asia (fall 2019), followed by Africa (spring 2020), Latin America (fall 2020), the Middle East (spring 2021), Europe (fall 2021), and Australia-New Zealand-Canada (spring 2022). All session will be repeated after that.

#### **ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE**

***NOTE:*** In all of the following research studies, dissemination of research results will be accomplished by publication of journal articles, monographs (paper and electronic), and presentations at professional meetings and forums.

#### **Research Activity 15: U.S. MNEs: To Survive and Compete in Conflict Zones**

*Lead Researcher:* Dr. Michael Hitt (Management)

*Objective:* To identify and implement strategic choices for effectively operating and competing in resource rich conflict zones, including the use of multinational transfer pricing mechanisms.

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* This research, to be initiated in 2018 and expected to extend into 2020, will be conducted by an inter-departmental team of Mays faculty led by Dr. Michael Hitt (one of the nation's foremost experts on corporate competitiveness) will critically assess the operation of U.S. multinational companies caught up in war zones. The MNE benefit of remaining in war torn zones because of their profitable access to vital mineral resources on the one hand needs to be pitted against the cost of an exit strategy. An analysis of an arms-length standard to the crisis and their prospective impact on U.S. business competitiveness and shareholder wealth is crucial. The research will have a micro focus --examining how the global strategies of U.S. multinationals will need to adapt to the crisis environment-- but will also consider the macro impact on the U.S. economy and critical American industries especially in the technology sector. The Bush School's Mosbacher Institute for Trade, Economics, and Public Policy will be a partner in the study. Articles are targeted to be published in the Journal of World Business and JIBS.

#### **Research Activity 16: The Role of International Entrepreneurship and New Venture Creation in American Competitiveness**

*Lead Researchers:* Drs. Michael Hitt, Duane Ireland, and Richard Lester (Management)

*Objective:* To enhance the understanding of entrepreneurship and strategy in the informal economy.

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* In 2018-2022, three Mays faculty will engage in cutting edge research on global entrepreneurship. The Mays Management Dept. includes some of the world's top scholars in the field of International Entrepreneurship, Start Ups, and Family Firms. In collaboration with the McFerrin Center for Entrepreneurship and Mays Management faculty, the TAMU CIBE will provide support for International Entrepreneurship research and dissemination. Dr. Ireland's research will focus on international entrepreneurship and economic geography. Dr. Lester will conduct research to determine characteristics and behaviors of entrepreneurs across cultural and national boundaries. The focus will be on the "underground" or "informal" economy, and how entrepreneurship is developed and nurtured in different kinds of organizations, including the public sector, in different nations. Dr. Hitt will study the decision process used when firms enter new international markets as well as why family firm internationalization is unique. The team will also study the effects of social networks on new venture performance across cultures and institutional environments, leveraging the data collected from 630 entrepreneurs in the U.S., France, China, and Russia. Articles will be published in the Strategic Entrepreneurship Journal and Entrepreneurship Theory and Practice.

### **Research Activity 17: China's Transformation and the Renaissance of State Owned Multinationals**

*Lead Researchers:* Dr. Lorraine Eden (Management)

*Objective:* To determine how the rapid growth of China over the past four decades has led to their increased R&D expenditures and rise of State-owned multinationals that compete and impact U.S. MNE performance

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* This research to be conducted during 2019-2022 by Mays Management Department team and led by Dr. Lorraine Eden (CIBS Associate Director of Research and current AIB President) will critically assess the operation of U.S. multinationals in China and the acute challenges they face in that country. Specific areas of research include: (1) Understanding the role of institutional investors as a counterbalance to the State in State-owned multinationals; (2) Evaluating the global emergence of Chinese MNEs utilizing a resource-based view of ownership and performance; (3) Identifying strategic alliance partners in China's economy through the prism of Confucianism and Taoism; (4) Establishing and managing foreign R&D alliances in China; and (5) Comparing alliance partner selection in China, Hong Kong and Taiwan. TAMU CIBE will partially support this exciting research that is anticipated to be published in a respected Management journals and presented at the AIB and Academy of Management conferences for world-wide dissemination.

### **Research Activity 18: Emerging Economies and Multinational Enterprises**

*Leader:* Dr. Laszlo Tihanyi (Management)

*Objective:* To provide thought-provoking empirical research, theoretical ideas, and reviews on the opportunities and challenges of multinational enterprises considering emerging economies as their destinations

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4) IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation.* As the head researcher of the topic, Dr. Tihanyi will lead an inter-departmental team of faculty at Mays to study four areas of MNE inquiry: (1) evaluating MNE resources, governmental power and privatization in emerging economies; (2) determining MNE diversification strategies in emerging vs. developed economies; (3) determining how to establish profitable customer loyalty for MNEs in emerging economies; and (4) identifying "ritualization" as a strategic tool to position brands in emerging markets. The objective is to publish a collection of papers with original ideas and theoretical advances in top tier management and marketing journals. during the 2019-2021 period and beyond.

### **Research Activity 19: Impact of U.S. Immigration Reforms on national Security and U.S. Competitiveness**

*Lead Researchers:* Drs. Leonard Bierman and Ramona Paetzold (Management)

*Objective:* To examine the issues of immigration, both legal and illegal, to the U.S. from a broad security perspective that includes both economic (business competitiveness) and geopolitical security.

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* In 2018-2021, Drs. Bierman and Paetzold, attorneys, will examine and assess economic and policy issues related to the impact of potential U.S. immigration reform on the U.S. labor market and various economic, social, agricultural, education, and health issues and their potential impact on U.S. competitiveness. Immigration obviously poses a potential threat to the U.S. security, since terrorists can pose as political refugees, students seeking an American education, or employ a family connection to gain entry to the U.S. But too stringent immigration restrictions can choke off continuing flows of productive new citizens. The results of these research studies will be published in the Journal of Operations Management.

### **Research Activity 20: Digital Connectivity, Information Flows, and Innovation of Nations**

*Lead Researchers:* Dr. Manjit Yadav and Doctoral Student Hooman Mirahmad (Marketing)

*Objective:* To investigate the true nature of innovation and how it benefits society through advances in human potential, productivity and competitive advantage of MNEs.

*Significant Needs Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* This interdisciplinary research will be conducted during 2019-2021 and include faculty associated with the Mays Innovation Research Center, CIBS, and several of Mays departments and led by Dr. Yadav. The research goal is to study the impact of information and communication technology (ICT) on a range of performance-related outcomes at both the firm and country levels. A rigorous examination of these important relationships is anticipated to: (1) guide national and global public policy decisions related to ICT infrastructure; (2) develop strategies at a firm level for competing effectively in global markets by understanding the innovation-related outcomes of ICT; and (3) determine over the long term how the emerging digital environment will continue to shape a nation's ability to innovate, grow, and become more productive. The research results will be presented at the AIB annual meetings and published in top journals like the Journal of International Business Policy, the Journal of International Business Studies, the Journal of Operations Management and the Journal of Marketing.

### **Research Activity 21: Country Institutional Environments and their Impact on Corporate Strategies**

*Lead Researcher:* Dr. Michael Hitt (Management)

*Objective:* In two parallel studies, research will analyze how different institutional arrangements of countries impacts corporate decision making..

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* Using data collected by Dr. Hitt from managers of more than 800 firms in China, the U.S., and Europe in 2017-2018 Dr. Hitt will study how country institutional structures (i.e., how functional or ineffective they are) affect corporate strategies and resource allocation (developing resource portfolios, bundling resources to create capabilities, and leveraging the capabilities created). In the first parallel study, data set for 50 different countries will be analyzed to measure effectiveness of country institutional environments according to regulatory, political, economic, and physical infrastructure dimensions. In the second parallel study, the effects of cross-border and cross-industry M&As on domestic and global operations of MNEs will be explored. Results of the research will

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be published as articles in 2020-2021 in the following journals: Journal of Management, JIBS, Cross Cultural and Strategic Management, Asia Pacific Journal of Management, Journal of World Business and the Thunderbird International Business Review.

**Research Activity 22: International Dimensions of Corporate Governance and Executive Compensation Policies**

*Lead Researchers:* Dr. Anwer Ahmed (Accounting)

*Objective:* To assess the impact of International Financial Reporting Standards (IFRS) on U.S. corporate governance and executive compensation

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* The global financial crisis sparked a worldwide criticism of corporate governance and inequitable/perverse compensation practices and a call for evaluating the differences in national policies that exist among nations. Professor Ahmed along with faculty from Mays Accounting Department will lead this research during 2018-20 and explore in particular the effects of executives and directors with prior banking crisis experience on corporate governance, accounting quality, bank outcomes, and executive compensation policies. The team will also examine and compare how corporate governance structures in different nations that utilize IFRS affect strategic decisions, employee morale, and bank competitiveness. A symposium on this topic will be held in 2020 at TAMU in partnership with the Mays Center for Human Resource Management with articles published in the Journal of Contemporary Accounting Research.

**Research Activity 23: Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation**

*Lead Researcher:* Dr. Rajan Varadarajan (Marketing)

*Objective:* To develop a theoretical framework of a firm's sustainable innovations capabilities as a source of competitive advantage

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* In a global environment characterized by growing awareness of environmental sustainability among various stakeholders, innovating for sustainability will grow in importance from the standpoints of organizational legitimacy, reputation and performance. The emergence of sustainability as a major driver of innovation highlights a number of important issues that merit investigation, such as potential avenues for sustainable product innovation and factors underlying differences between firms in their commitment to a sustainable innovations orientation. To gain insights into these issues, Dr. Varadarajan's research during 2018-2020 will develop (1) a conceptual framework delineating potential avenues for sustainable innovations and (2) a model defining a number of firm-related and industry-related antecedents of sustainable innovations orientation, along with performance outcomes. Implications for theory, research and practice will be discussed at the Academy of Marketing conference and published as several papers in the Journal of the Academy of Marketing Science.

**Research Activity 24: Effectiveness of offering IB Certification Utilizing Massive Open Online Courses (MOOCs).**

*Team Leader:* Dr. Madhav Pappu (Information & Operations Management)

*Objective:* To identify the challenges and determine the solution and practicality of internationalizing business education through MOOCs.

*Significant Need Addressed:* Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Under-Served Institutions (7), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* Massive Open On-line Courses (MOOCs) are beginning to transform both campus and distance education especially in the United States. It is conceivable that offering IB courses and related certificate programs through MOOCs could democratize IB education since a lot of students could be reached simultaneously. MOOCs could help both traditional as well as non-traditional (part-time) students. If MOOCs is found to be practical and effective TAMU CIBE would consider offering some of their IB certification courses to MSIs in SACS member business school in the 11 southern states. At this exploratory state, TAMU CIBE in collaboration with some major partner universities in SACS will conduct a survey during 2015 to determine the group's faculty and administration's perceptions of using MOOCs in IB learning, potential rates of adoption, cultural understanding and best practices for implementation. Some of the major questions that will be posed in the survey before next steps could be taken will include: (1) Technology platform to be used: Outside vendors like Coursera or develop an in-house platform? (2) Instructor compensation: Who pays the professor and how much? Based on enrollment? (3) Ownership: Who owns the copyright for these programs? (4) Cost: Who bears the production and maintenance cost? (5) Time: How labor-intensive is MOOCs development and maintenance? (6) Brand Dilution: Will MOOCs be considered an inferior product – without undermining their reputations for rigor and quality? And, (7) Content: Will enabling high-level content to be made available on demand and free of cost, be disruptive to higher education? The survey will be conducted in 2019, and the results analyzed in 2020 and recommendations will be discussed in 2021 and implementation will commence in 2022.

#### **Research Activity 25 Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research**

*Leader:* Drs. Lorraine Eden (Management) and Dr. Korok Ray (Mays Innovation Research Center)

*Objective:* To promote research by faculty and doctoral students for IB, language, area studies and related topics

*Significant Needs Addressed:* Globalize Business Faculty and Ph.D. Students (2), IB Training & Resources for Non-Business Faculty (6), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9), Research on IB Education and Language Studies (10)

*Plan of Implementation:* To support and further boost the earlier mentioned research projects, CIBE funding will be leveraged with those from Mays Innovation Research Center to faculty and doctoral students (to enhance/increase the nation's IB faculty for the future!) on a selective basis in the form of "CIBS Research Fellows" during 2018-2022. The TAMU CIBE program will award 2 faculty and one doctoral research fellowship grants each year (matched by departments) and also work with faculty to obtain alternate funding. Awards include support for data acquisition, research travel and subscriptions to specialized international databases.

#### **Research Activity 26: Can Central Bank issued Digital Currency avert future Financial Crisis**

*Lead Researchers:* Drs. David Skeie and James Kolari (Finance)

*Objective:* To conduct in-depth studies on cryptocurrencies (e.g. Bitcoin) and determine: (a) whether cryptocurrencies are of significant value in conducting global transactions; (b) the riskiness of cryptocurrencies; (c) if Central banks should issue cryptocurrencies that could lead to a future without cash; and (d) whether Central bank issued cryptocurrencies will stabilize financial markets and reduce the risk of global financial crises.

*Significant Need Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* This very timely and important financial sector research project will be conducted by Mays' leading banking and capital market professors during 2018-2020. They will conduct studies on cryptocurrencies and their potential impact globally. Key issues that will be addressed include: examining the root

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causes for the development and popularity of cryptocurrencies; analyzing how cryptocurrencies will impact the Frank-Dodd Bill and new capital requirements set by the Bank of International Settlements in Basle, Switzerland; and, evaluating the impact of cryptocurrencies on U.S. and global financial systems. After discussions at the finance department “brown-bag” seminars, articles will be published in the Journal of Money Credit and Banking.

## **ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE**

### **Outreach Activity 27: Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC)**

*Leader:* Mr. Jye Shafer (Program Manager, Center for International Business Studies)

*Objective:* To enhance international business education, overseas study experiences, and resources of minority serving institutions

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Under-served Institutions (7)

*Plan for Implementation:* Pedagogical tools, knowledge, and study abroad experiences in international business education may be difficult to obtain for students and faculty at minority-serving institutions (MSIs) and community colleges. During the 2018-22 grant cycle TAMU CIBE, as a partner in the acclaimed CIBE Consortium on Globalizing Minority-Serving Institutions Program will provide one-on-one mentoring and program support to Prairie View A&M University (PVAMU is a HBCU business school in the TAMU System) and the Texas A&M University Corpus Christi (TAMUCC is TAMU System’s Hispanic-majority institution) through the newly established Texas A&M System RELLIS Campus in Bryan-College Station, Texas. The RELLIS campus is a premier, high-tech research, technology development and education campus that integrates Texas A&M System universities 4-year undergraduate programs with 2-year Community Colleges (Blinn College, Amarillo College, Victoria College, Hill College and Houston Community College) to offer 2-year associate and 4-year undergraduate degrees. The mission of the RELLIS Campus is to provide a collaborative environment for multi-disciplinary, multi-institutional teaching, research and workforce development. RELLIS Campus instruction blends industry expertise with innovative academic research and polytechnic education. The collaborative nature of the RELLIS Campus offers unique opportunities for their students and faculty to tap into TAMU CIBE resources. The concept is for one campus to have the ability to shift ideas from academia to the marketplace while providing new and multiple pathways toward a college degree. Mentees (Deans of PVAMU and TAMUCC) of the two MSIs will receive support from TAMU CIBE on IB certificate and curricula materials, participation in Mays study abroad programs and teaching methods to help their faculty incorporate international content into existing business courses and develop new global business courses. TAMU CIBE will also provide first-hand international cultural/etiquette programs and overseas social entrepreneurship experiences to MSI students through student initiatives such as Mays Global Business Brigades and International Business Association.

### **Outreach Activity 28: Domestic - Faculty/Ph.D. Student FDIB and Language Programs**

*Leader:* Dr. Andre Araujo (Management Information Systems)

*Objective:* To provide U.S. faculty and doctoral students with opportunities to gain IB and cultural knowledge that they can incorporate into their teaching and research.

*Significant Needs Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7); IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* During the 2018-22 period the TAMU CIBE will continue to co-sponsor the annual International Business Pedagogy Workshops (held at Georgia State CIBE in Atlanta, GA.). This program typically caters to 60-70 faculty from MSIs, and covers global issues related to all functional areas of business (Accounting,

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Finance, Marketing, Management, Supply Chain Management, MIS and International Business). The CIBE program will also support and collaborate with PVAMU and TAMUCC to identify and develop regional initiatives aimed at Enhancing Global Competence of Faculty and Students in other Minority Serving Institutions-- to internationalize their faculty and business programs, pursue external funding and support their attendance at FDIB programs (A28, A29). In 2020, the CIBS and Hispanic Association of Colleges and Universities (HACU) will host an Internationalizing Hispanic-Serving Institutions Roundtable in San Antonio to explore how CIBEs can work more closely with MSIs to increase their global competency. The TAMU and the University of Texas (UT) will also start the Texas Community College Global Initiative to assist their faculty with the internationalization of their curriculum.

Also during the 2018-2022 period the TAMU CIBE will co-sponsor a national foreign language for business program biannually-- CIBE Business Language Conference/International Symposium on Language for Specific Purposes. The program will consist of two components: (1) an International Symposium of Language for Specific Purposes (ISLSP) and (2) a Business Language Research Teaching (BLRT) award competition. As a member of the Hispanic Association of Colleges and Universities (HACU), the TAMU CIBE will sponsor an Internationalizing Business Education Symposia in 2020 and 2022 at Hispanic-Serving Texas campuses, for over 100 regional college faculty, Ph.D. students, and administrators located at colleges in SACS southern region. In addition, the following programs are planned for 2018-2022: Grant Opportunities - How to become a Fulbright Scholar (TAMU San Antonio); Using Technology-based Resources to Enhance IB Courses (Midwestern U.) and Infusing NASBITE CGBP Competencies into IB Courses (RELLIS campus).

### **Outreach Activity 29: Overseas – Faculty Development in International Business (FDIB) Programs**

*Leader:* Dr. Julian Gaspar (Director, Center for International Business Studies)

*Objective:* To infuse overseas field study exposure to U.S. faculty that teach IB courses, especially those associated with MSI, about the cultural, economic and geo-political environments within which businesses operate.

*Significant Needs Addressed:* Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7); IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

*Plan for Implementation:* FDIB programs are designed to enhance the knowledge and skills of professors and doctoral students so that they will be better prepared to teach and conduct research in the IB area. During 2018-2022, Dr. Gaspar will serve on steering committees for each of the four FDIB programs that the TAMU CIBE will co-sponsors annually Africa, East Asia, China, and the Middle East. The steering committees will plan, organize and manage the FDIB trips. Each program will include visits to foreign research universities, local and U.S. businesses, government policy-making agencies, and U.S. embassies and Chambers of Commerce. The **Fall semester** of each year will be devoted to marketing the programs – website information, e-mailings, brochure development, and preparation of mailings to AACSB member schools, AIB members, CIBE schools, and regional four-year colleges. In addition, brochures will be distributed at the NASBITE spring meeting, AIB meeting in the summer and other regional IB meetings. Program details will also be displayed on the CIBERWeb and TAMU CIBE website. Each year, The CIBE will award scholarships to support one participant in these programs by MSI regional faculty and Mays faculty as well. The application deadline will be mid-February the following year. Participants will be selected by March 1. Each year, the CIBE and Mays Center for Executive Development will solicit faculty to conduct fee-based overseas training of U.S. businesses like Halliburton in Brazil, Egypt, Malaysia, Mexico, UAE, Russia, and UK. In the Spring semester, cultural training and orientation will be conducted by CIBE directors for the faculty selected.

### **Outreach Activity 30: IB Seminars on Conducting Business Abroad for U.S. Corporate Executives**

*Leader:* Dr. Ben Welch (Director, Halliburton Executive Development)

*Objective:* To provide U.S. business professionals, and faculty with the skills and knowledge needed for today's globally competitive business environment.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7), Internationalize Business Professionals and Community (8), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9), Research on IB Education and Language Studies (10)

*Plan for Implementation:* Each year during the 2014-2018 period, the TAMU CIBE will work with the Center for Executive Development to provide American executives IB and cultural education, locally and internationally through seminars, workshops, and conferences. Every **Fall**, the CIBE will consult with the Center for Executive Development to identify corporate IB training needs of MNEs in Texas and chart a training plan of action for that year. Mays faculty will have the opportunity (and gain expertise) to teach these executives abroad through Mays Center for Executive Development programs to be conducted in house and abroad (Brazil, Egypt, Ireland, Malaysia, Mexico, Nigeria, UAE, Russia, and United Kingdom). Executives from a diverse set of industries ranging from Energy, Manufacturing, Technology, and Retailing will participate in those programs. Those win-win program will enhance the internationalization of executives as well as the faculty and also lead to American business competitiveness.

### **Outreach Activity 31: Globalization of Small and Medium-Size American Companies: Export Certification Program**

*Leaders:* Dr. Dick Lester (Director, McFerrin Center for Entrepreneurship)

*Objective:* To prepare small and medium-size U.S. businesses to develop and expand into export markets.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Business Professionals and Community (8)

*Plan for Implementation:* In collaboration with the McFerrin Center for Entrepreneurship at Mays, TAMU CIBE will infuse internationalization into their entrepreneurial-focused curricular and experiential opportunities. The McFerrin Center serves as the hub of entrepreneurship for Texas A&M University and the greater community. The CIBE goal is to enhance entrepreneurial student education by infusing IB training, networking, and export assistance to enterprising students, faculty and alumni. With the help of CIBE and McFerrin volunteer network, corporate supporters, faculty and staff the collaboration will provide business startup acceleration, competitive opportunities, work experiences, and financial support to aspiring entrepreneurs in the community and across the nation. In addition, the TAMU CIBE will internationalize Mays Entrepreneurship Bootcamp for Veterans Residency Program that offers training in entrepreneurship and small business management to veterans of foreign wars. Given their overseas cultural exposure, this group of entrepreneurs will be more adaptive and receptive to working on exports of American goods and services with support from the Houston District Export Council. An initiative of the TAMU CIBE program will be to identify and develop IB programs to support this group of veterans.

The TAMU CIBE and Dallas International SBDC (Dallas Community College) will co-sponsor, once a year, the Global Market Series: Export Certification Program which is designed to provide SMEs the knowledge to expand into international markets and to prepare for the NASBITE Certified Global Business Professional credential exam (CGBP) exam. A series of 9 seminars will be taught by a team of 25 IB professionals. A U.S. Department of Commerce Export Certificate will be granted to participants completing the program. The Global Market Series will include the following sessions: 1) Keys to Market Research, 2) Market Entry & Pricing Strategies, 3) Pricing & Marketing Strategies for Service Exporters, 4) Legal Aspects of International Trade, 5) Documentation and Transportation, 6) International Regulatory Environment, 7) International Methods of Payment, 8) Trade Finance, and 9) Managing Cultural Differences for a Competitive Advantage. The Global Market Series is also open for students and faculty from Dallas Community College to take the certification classes.

### **Outreach Activity 32: Foreign Language and Culture Training and Immersion Outreach**

*Leader:* Dr. Salah Ayari (Associate Professor of Arabic and Arabic Studies)

*Objective:* To increase the foreign language communication competence of students, faculty, and the business community.

*Significant Needs Addressed:* IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7), Internationalize Business Professionals and Community (8)

*Plan for Implementation:* **Each Spring**, starting in 2019, Ms. Hara will meet with Dr. Ayari (Arabic Studies) to select the language non-credit (continuing education) courses that will be taught during the fall, spring, and summer semesters to meet the needs of students, faculty and local business. In addition, Dr. Ayari will make recommendations for new technology-based language programs that need to be purchased for the Virtual Language Lab. Starting in **Fall 2019**, students, faculty, and executives will be able to participate in non-credit foreign language training in 3 formats: a) technology-based courses, b) teacher-led instruction, and c) in-country immersion. The Virtual Lab will provide intensive, self-directed technology-based training in conjunction with face-to-face native language speaker tutors. **Each Fall semester**, the CIBE will solicit native language tutors. Non-credit language training will be offered in such strategically important languages as Arabic, Portuguese, Spanish, and Chinese. The small group classes and one-on-one language tutorials will be taught with the help of native speakers selected from TAMU's 6500 international students representing more than 120 countries. **Each year**, those participating in the "non-credit" language classes will be encouraged to continue their language learning with an overseas immersion program at the TAMU Mexico City or Costa Rica Centers, Qatar campus, or one of the TAMU CIBE's 40 overseas partner schools. **Each semester**, the CIBE will promote the availability of this language training resource to students, faculty, and the business community through the CIBE IBnetwork, college and local newspaper ads, and presentations to community groups.

### **Outreach Activity 33: K-12 Global Resources and Training for Teachers and Students**

*Leader:* Ms. Natsuki Hara (Administrative Associate, Center for International Business Studies)

*Objective:* To provide international education training, information, and resources to primary and secondary schools.

*Significant Needs Addressed:* Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Training and Resources for Non-Business Faculty (6)

*Plan for Implementation:* During 2018-2022, the TAMU CIBE program will sponsor Scholastic Assistance for Global Education (SAGE) that will update, enrich and expand the K-12 online international commerce and culture resources (SAGE.tamu.edu). The TAMU CIBE program in collaboration with the TAMU European Union Center, will sponsor the EU Current Issues Program promoted to TAMU students and K-12 teachers and students. The resources will be available on the EU Center website. The TAMU CIBE and George Bush International Center will sponsor the Young World Scholars Program, a geography and cultural awareness program for K-12 students in Texas. The TAMU CIBE will sponsor, in collaboration with the College of Education and Texas Council on Economic Education a series of International Economics: Social Studies Teachers Workshops for K-12 teachers focused on a region of the world each year. The workshops will be broadcast across Texas using TAMU Centra™ system.

Mays Global Thought Leadership Academy (Dr. McGowan) *Objective:* To provide rising high school seniors especially those from underrepresented groups with interest in pursuing globalized business education a close insight into Mays Business School's international opportunities. The Mays Thought Leadership Academy will be a six-day residential program that will provide participants the opportunity to absorb international business, culture and leadership skills while experiencing college life at Texas A&M and Mays Business School during the summer. Students will work in teams to complete a high-impact global business project, engage with executives and current Mays students who will provide leadership and global career awareness preparation. Students will attend college-level IB courses led by world-class Mays faculty.












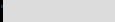












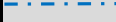

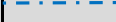













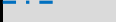
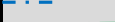

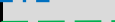







## Supplement 23

### TAMU CIBE PROGRAM: Timeline, Milestones, and Principle Outcomes

EDUCATIONAL ACTIVITIES	2014	2015	2016	2017	2018	Principle Outcomes
1. Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa (Musoma)						50 students enrolled 15 certificates awarded
2. IB Immersion: Focus on China and other Emerging Economies of the 21st Century (Gaspar)						450 in Emerging Economies programs/yr
3. IB Curriculum: Entrepreneurship in the Age of Globalization (Pustay)						20 students enrolled Entrepreneurs: 10 Enrolled in Entrepreneurship Students passing
4. Interdisciplinary Globalization Programs for Masters Students (Mahajan)						70 students served
5. Global Living & Learning Community and Global Thought Leadership Academy (Musoma)						80 GL & LC students 15 Corps of Cadets
6. International Business Apprenticeship and Internship Empowerment (Shafer)						15 Apprenticeship 25 GBB students
7. Mays Global Ambassadors (Hara)						Presentation to 10 student Ambassadors
8. Model Arab League (MAL) Texas A&M Chapter: (Ayari)						20 students served 4 winning teams
9. Internationalization of Doctoral business Students (Eden)						80 doctoral students 4 doctoral final projects
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)						20 Boot Camps
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Musoma)						100 students served 20 participate in language camps
12. Student Organizations: IB, Culture, and Networking (Shafer)						60 members enrolled 40 members in leadership
13. Mays IBnetwork for Students, Faculty and Executives (Hara)						500 students enrolled
14. Mays Working Abroad Series (Burton)						50 students participated 4 Working Abroad Series
<div>  Development            Implementation            Management         </div>						

## Supplement 23

### TAMU CIBE PROGRAM: Timeline, Milestones, and Principle Outcomes

RESEARCH ACTIVITIES	2014	2015	2016	2017	2018	
15. U.S. MNEs: To Survive and Compete in Conflict Zones (Dr. Hitt)						3 papers and presentations
16. The Role of Int'l Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)						10 papers and 125 presentations
17. China's Transformation and the Renaissance of State Owned Multinationals (Dr. Eden)						5 papers and presentations
18. Emerging Economies and Multinational Enterprises (Dr. Tihanyi)						5 papers and 120 presentations
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)						4 papers and 110 presentations
20. Digital Connectivity, Information Flows, and Innovation of Nations (Yadav and Mirahmad)						6 papers and presentations
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)						5 papers and 200 presentations
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Ahmed)						3 papers and 90 presentations
23. Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation (Varadarajan)						4 papers and 90 presentations
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)						7 research papers
25. Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research (Eden and Ray)						3 CIBE IB and 3 IB research papers
26. Can Central Bank issued Digital Currency avert future Financial Crisis (Skeie)						5 papers and presentations
<div>  Development            Implementation            Management         </div>						

## Supplement 23

### TAMU CIBE PROGRAM: Timeline, Milestones, and Principle Outcomes

OUTREACH ACTIVITIES	2014	2015	2016	2017	2018	
27. Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC) (Shafer)						60 MSI faculty 4 Minority-serv
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Araujo)						100 attend FDIB 80 minority facu
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)						100 attend FDIB 20 minority facu
30. IB Seminars and Workshops for US Executives (Welch)						12 seminars/con 200 executives
31. Globalization of Small and Medium-Size American Companies: Export Certification Program (Lester)						150 executives 100 SME Entre
32. Foreign Language/Culture Training and Immersion Outreach (Ayari)						27 language cou 250 people serv
33. K-12 Global Resources and Training for Teachers and Students (Hara)						2,000 web site v 150 K-12 teach
<div>  Development            Implementation            Management         </div>						

## **Supplement 24**

### **TAMU CIBE PROGRAM: Resumes**

**NAME/TITLE:** *Anwer Ahmed*, Ashley '88 and David Coolidge '87 Chair in Business, and Professor, Department of Accounting, Mays Business School

**EDUCATION:** Ph.D., University of Rochester; MSc, London Business School, BSc (Honours), London School of Economics

**PROFESSIONAL EXPERIENCE:** Professor Ahmed graduated from the University of Rochester in 1992 with a PhD in Accounting and Finance. He has published 22 papers in leading journals including Journal of Accounting & Economics, Journal of Accounting Research, The Accounting Review, and Contemporary Accounting Research. His research has covered topics in Corporate Governance, International Financial Reporting Standards, Earnings Management, Accounting Conservatism, and Behavioral Finance. The impact of Professor Ahmed's research is evidence by over 3,200 citations on Google Scholar and roughly 29,000 downloads on SSRN. He has also won several research awards and was appointed as a Chair holder in Mays Business School in 2013.

**NAME/TITLE:** *Michael Alexander*, Director, Professional MBA Program and Lecturer, Mays Business School

**EDUCATION:** MBA, Texas A&M University; B.S., Abilene Christian University; B.A. Abilene Christian University

**PROFESSIONAL EXPERIENCE:** Michael Alexander is the Director of the Professional MBA Program and Lecturer at Mays Business School at Texas A&M University and oversees the Mays' CityCentre facility in Houston. Prior to joining Mays in March of 2012, Michael spent 20 years in the advertising industry in a variety of roles including production, operations, operations management, sales, marketing, sales management, and business development. From 2002-2012, Michael worked as a divisional Manager of Business Development for the seventh largest cable broadband company in the U.S. In that role, Michael managed multiple revenue streams and was responsible for several multi-million dollar development projects for the firm. Michael holds a B.A. and B.S. from Abilene Christian University and an MBA from Texas A&M. Mike is also a lecturer at Mays, with teaching responsibilities for BUAD 685, 'Leadership and Professional Development,' in the Professional MBA program and BUAD 705, 'Business Communication and Professional Presence' in the Master of Science in Business Program

**NAME/TITLE:** *André Araujo*, Clinical Assistant Professor and MS-MIS Graduate Academic Advisor, Department of Information & Operations Management, Mays Business School

**EDUCATION:** Ph.D., University of Oklahoma

**PROFESSIONAL EXPERIENCE:** Dr. André Araujo is a faculty member with the Information Systems and Operations Management Department at Mays Business School. He also serves as the MS-MIS Graduate Academic Advisor. Dr. Araujo's main areas of interest are computer-mediated communication, international business, and global virtual teams. He currently teaches information systems and international business courses at the undergraduate and graduate level. Dr. Araujo previously taught at the University of Oklahoma and held academic positions at The College of William and Mary, University of Canterbury, and Korea University. Prior to his PhD studies, Dr. Araujo worked for several years as an IT software developer and business consultant. Dr. Araujo has worked and lived in Brazil, China, New Zealand, and South Korea.

**NAME/TITLE:** *Victor Arizpe*, Professor of Spanish, Department of Hispanic Studies, College of Liberal Arts

**EDUCATION:** Ph.D. in Romance Languages: Spanish Golden Age Literature, University of Michigan; M.A. in Spanish, University of Michigan; B.A. in Spanish, University of Texas at Pan American University (formerly Pan American University)

**PROFESSIONAL EXPERIENCE:** Dr. Victor Arizpe is a Professor of Spanish who led the Spanish breakout session at the “CIBE Symposium: Teaching Language for Business: Tools, Resources and Methodologies for the Classroom” in 2014. Dr. Arizpe was the recipient of the Ford Foundation Fellowship for Mexican Americans and the Ford Foundation Post-Doctoral Fellowship (1988). Dr. Arizpe’s research interests are Peninsular Spanish language and literature: Golden Age Spanish prose, drama, poetry, rhetorical studies and Spanish American colonial literature. In administration, he has served as Interim Head for the Department of Modern and Classical Languages (1990-1992), founding Director of the International Studies Degree Program (1993-2000), Coordinator of the Hispanic Studies Minor, and Founding Head of the Department of Hispanic Studies (2004-2008). He is a founding member of the Mexican American U.S. Latino Faculty Association (MALFA) at Texas A&M. Dr. Arizpe is a member of the Texas A&M University Press Editorial Board (2006-present), and a Member of the Clásicos Hispánicos (Spain) Advisory Board.

**NAME/TITLE:** *Antonio Arreola-Risa*, Associate Professor, Department of Information & Operations Management, Mays Business School

**EDUCATION:** Ph.D. in Production and Operations Management, Stanford University; M.S. in Production and Operations Management, Stanford University; M.S. in Industrial Engineering, Georgia Institute of Technology; B.S., Monterrey Institute of Technology (ITESM), Mexico

**PROFESSIONAL EXPERIENCE:** Dr. Arreola-Risa is an Associate Professor in the Department of Information & Operations Management. Prior to joining Mays Business School, Dr. Arreola-Risa worked as a production and inventory control analyst at a manufacturing firm in Mexico, and later he taught at ITESM and at the University of Washington in Seattle. His primary research, teaching, and consulting interests are manufacturing and inventory systems as well as service operations, with emphasis on enterprise resource planning/supply chain management and health care systems management. Dr. Arreola-Risa has conducted several study abroad programs in Mexico, taught in executive development programs, and consulted with numerous companies in the U.S. and abroad. Dr. Arreola-Risa is a member of the Decision Sciences Institute, the Institute of Industrial Engineers, and the Institute for Operations Research and the Management Sciences. During his sabbatical year in 2004, he visited the headquarters of SAP in Walldorf, Germany, as well as hospitals and clinics in Spain, Austria, and Germany that use SAP's R/3 Enterprise system.

**NAME/TITLE:** *Salah Ayari*, Instructional Associate Professor of Arabic, Department of International Studies, College of Liberal Arts

**EDUCATION:** Ph.D. in Curriculum and Instruction, University of Minnesota; M.A. in Linguistics, University of Minnesota

**PROFESSIONAL EXPERIENCE:** Originally from Tunisia, Dr. Salah Ayari came to the United States in 1989 as an exchange student. He lived in Minneapolis for 18 years where he taught Arabic at the University of Minnesota and served as the principal of a private school for 12 years. In 2007, Dr. Ayari joined Texas A&M University, where he is currently an Instructional Assistant Professor of Arabic in the Department of International Studies. He has worked with K-12 schools across the country to improve Arabic language programs by providing teacher training and evaluating Arabic language teaching and curriculum. In 2009, Dr. Ayari initiated an intensive 10-week summer study abroad program in Tunisia and Morocco which he has led since then in order to enhance student fluency in Arabic and promote understanding of the culture, history and politics of the Arab World.



**NAME/TITLE:** *Michael Benedik*, Vice Provost and Chief International Officer, Office of the Provost

**EDUCATION:** Ph.D., Stanford University; B.A. with Honors, University of Chicago

**PROFESSIONAL EXPERIENCE:** Benedik serves as Chief International Office of Texas A&M University to interpret and facilitate opportunities and initiatives in concert with Deans, Provost, and President. Benedik oversees implementation of the Texas A&M Abroad: Global Engagement Plan and coordinates interdisciplinary research and teaching initiatives. The charge of the Chief International Officer is to develop a bold, unified and sustainable global strategy for the university, work to expand international research, increase student engagement in universal opportunities and strengthen university international infrastructure, while developing and deepening strategic partnerships. Benedik will work to enhance opportunities and address barriers associated with faculty engagement in international research, teaching, outreach and business partnerships, as well as for student and faculty participation in study abroad programs. He will provide leadership and work in collaboration with deans to facilitate international undergraduate research, service-learning opportunities, and other transformational learning experiences with international dimensions. He will collaborate with academic units across campus to grow opportunities for students to be placed internationally.

**NAME/TITLE:** *Leonard Bierman*, Professor and Mays Research Fellow, Department of Management, Mays Business School

**EDUCATION:** J.D., University of Pennsylvania; M.A. in Economics, UCLA; B.S. in Industrial and Labor Relations, Cornell University

**PROFESSIONAL EXPERIENCE:** Professor Bierman specializes in the areas of employment regulation, negotiations, and international trade. He has previously held high-level positions at the U.S. International Trade Commission, U.S. Department of Labor, and the EEOC. This includes a sub-cabinet position during the President George H. W. Bush Administration dealing with international labor issues. Dr. Bierman's Harvard case study examining the negotiation of labor issues in free trade accords is widely used throughout the United States and elsewhere, and he has published about labor/free trade issues in the *Harvard Business Review* and in various leading legal journals. He has also served on the academic advisory board of the North American Commission for Labor Cooperation (NAFTA) Labor Commission. In addition, Professor Bierman has taught at various schools in Russia, and has published work in leading journals dealing with international banking. He is a co-author of the publications *Personal Lives: The Effects of Non-work Behaviors on Organizational Image*, (Organizational Psychology Review 2013) and *The Development of Legal Professionalism in Russia: An Institutional Perspective*, (Critical Perspectives in International Business, Vol. 9, 2013), as well the textbook *Introduction to International Business* (Cengage 2013).

**NAME/TITLE:** *Cynthia Billington*, Director, Corporate and Alumni Relations, Mays Business School

**EDUCATION:** B.S. in Sociology, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Cynthia Billington is the director for corporate and alumni relations at Mays Business School. She develops and supports alumni, donor and corporate relations activities, including development of a communications plan that represents the Mays strategy. A certified Professional Career Coach, Employment Interviewer and Resume Writer designee, Billington has more than 25 years of experience at Mays. She joined Mays' Graduate Business Career Services in 2004 to create and implement the career advising program for the Master of Science students, then transitioned to MBA career coaching in 2009. Billington is a past board member of the National Association of Colleges and Employers, where she served in numerous leadership positions. She is a two-time recipient of the Mays Business School Outstanding Staff Award and received the 2011 Texas A&M University President's Meritorious Service Award. She has been an active executive volunteer with the Prison Entrepreneurship Program since 2005.

**NAME/TITLE:** *Lisa Burton*, Senior Career Coordinator, Special Programs Office, Mays Business School

**EDUCATION:** M.S. in Marketing, Texas A&M University; B.F.A., Sam Houston State University

**PROFESSIONAL EXPERIENCE:** Lisa Burton has been coaching students to grow professionally, network effectively, and perfect their resumes since 2012. While working for the Career Center Lisa has served a pivotal role in several initiatives including the Mays Career Closet, Career Fair Mixer and Senior Send Off, as well as worked closely with faculty and staff to plan effective programming for business students. Now focusing primarily on students at the junior and senior levels, Lisa has implemented workshops and events that help develop and polish professional skills. Lisa has created and taught an upper level course, "Planning Your Professional Career," and serves as Co-Faculty for the International Marketing Study Abroad course. In 2016, Lisa was honored as a Fish (Freshman Orientation) Camp namesake and was named one of the American Business Women's Association's (ABWA) Top Ten Business Women for 2017. Prior to working at Texas A&M University, Lisa had an extensive and successful career in sales and marketing in the retail, special event and nonprofit areas.

**NAME/TITLE:** *Shannon Deer*, Director, Full-Time MBA Program, and Senior Lecturer, Department of Accounting, Mays Business School

**EDUCATION:** Ph.D. in Education and Human Resource Development, Texas A&M University; M.S. in Finance, Texas A&M University; BBA in Accounting, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Before assuming the director position, Dr. Deer was the assistant department head and instructor in the Department of Accounting at Mays for almost 10 years. Dr. Deer returned to Texas A&M to teach after working in public accounting. During her time in public accounting, Dr. Deer served large SEC filers as well as large private exploration and production companies. Dr. Deer has maintained a connection with practice through outside consulting and teaching executive development. Dr. Deer teaches energy finance and the accounting camp to PMBAs and the Excel and math boot camps for EMBA's. Dr. Deer developed the energy accounting course offered to undergrad and masters students and founded the Certificate in Energy Accounting (CEA) in Mays. She annually coordinates the Halliburton Energy Case Competition giving student exposure to a high impact learning experience and high level employees in the company. Dr. Deer is the recipient of numerous teaching awards, including the Association of Former Students Distinguished Teaching Award, the Ernst & Young Teaching Excellence Award, and the Baggett Teaching Award.

**NAME/TITLE:** *Michelle Diaz*, Clinical Assistant Professor, Department of Accounting, Mays Business School

**EDUCATION:** Ph.D. in Accounting, Texas A&M University; B.S. in Business Administration, Trinity University

**PROFESSIONAL EXPERIENCE:** Upon graduation, she joined Arthur Andersen, LLP as an auditor. During that time, she worked primarily on public offerings and physician practice management companies. Dr. Diaz pursued her doctoral degree at Mays Business School, graduating in 2005 and completing a post-doctoral fellowship in 2006. She then accepted a position at Louisiana State University in Baton Rouge as an assistant professor where she taught Accounting Information Systems. In 2009, she returned to Mays Business School to join the faculty as a clinical assistant professor. Both her research and teaching interests are in the areas of auditing and accounting information systems. Her research has been published in the International Journal of Human-Computer Studies, International Journal of Accounting Information Systems, Journal of Accounting Education, Journal of Information Systems and The Accounting Review. She currently serves on the editorial board of Issues in Accounting Education. She also directs the Accounting Former Doctoral Students (AFDS) Research Conference which is held every other year at Mays Business School. She is the assessment coordinator for the accounting department and chairs the Mays Curriculum and Assessment Committee.

**NAME/TITLE:** *Suzanne Droleskey*, Executive Director, Partnership & Outreach Effectiveness, Public Partnership & Outreach, Office of the Provost and Executive Vice President

**EDUCATION:** Ph.D. in Educational Administration, Texas A&M University; M.A. in English, Maryville University; B.A. in English, Speech, and Theatre Arts, Murray State University

**PROFESSIONAL EXPERIENCE:** Dr. Droleskey is responsible for administrative oversight of accountability, assessment, and continuous improvement efforts, as well as various administrative tasks such as strategic planning and business continuity planning. Dr. Droleskey provides leadership for the Texas A&M University facility in Mexico, Mexico Partnership Services, and serves as a liaison to the colleges for data related to and assessment of globally-focused high impact learning experiences. She has received a diploma in Taiji from Beijing Sport University for completing a private course of study and is certified as a Level II Taiji instructor by the America Tai Chi and Quifong Association. In October 2012, Dr. Droleskey represented the Confucius Institute as an invited speaker at the 4th Annual World Taijiquan Health Congress, where she discussed the role of Confucius Institutes in facilitating Taiji training and her current class at Texas A&M. She advises Texas A&M student organizations including India Association, Sri Lanka Association, and the Chinese Student and Scholar Association. Dr. Droleskey also teaches Taiji Quan (Tai Chi Chuan) for the Texas A&M Confucius Institute and the Department of Kinesiology.

**NAME/TITLE:** *Peter K. Drysdale*, Director of Academic Services, Undergraduate Advising, and Lecturer, Department of Finance, Mays Business School

**EDUCATION:** M.S., Texas A&M University; BBA, University of Cincinnati

**PROFESSIONAL EXPERIENCE:** Mr. Drysdale, formerly a commercial banker, is the Director of Academic Services for Mays' undergraduate program. As a lecturer in the Finance Department, he has taught personal finance, business finance, commercial bank management, and business career planning at Texas A&M University. Mr. Drysdale enjoys helping students achieve their personal, academic, and career goals. He serves on various university committees and helps oversee enrollment management of Mays' undergraduate program. Mr. Drysdale coordinates Mays Business School's exchange program with our Scandinavian partner institutions: Jönköping International Business School in Sweden, Copenhagen Business School in Denmark, and BI Norwegian Business School in Oslo, Norway. He has served as the 2016 and 2017 advisor to Mays' team in the BI International Case Competition in Oslo.

**NAME/TITLE:** *Lorraine Eden*, Gina and Anthony '91 Professor, Department of Management, Mays Business School; President, Academy of International Business

**EDUCATION:** Ph.D. in Economics with Distinction, Dalhousie University (Halifax, Canada); M.A. in Economics, McGill University (Montreal, Canada); B.A. in Economics, Mount Allison University (Sackville, Canada)

**PROFESSIONAL EXPERIENCE:** Dr. Eden teaches undergraduate and graduate courses on transfer pricing, economics of international business and multinational enterprises. She has published more than 150 scholarly articles in journals such as *Academy of Management Journal*. Her current research focuses on two areas: the economics of transfer pricing, and multinational (MNE) strategies for coping with institutional distance, liability of foreignness and "hot spots". Dr. Eden has been a Fulbright Scholar, a Pew Fellow, and a receiver of multiple awards including election as a Fellow of the Academy of International Business (AIB) in 2004 and the AIB President's Award in 2012 for her contributions to the international business profession. In April 2016 she was elected to a three-year term on the AIB Executive Board as President-Elect (2016-2017), President (2017-2018) and Past President (2018-2019). She is a former Editor-in-Chief of the *Journal of International Business Studies*. In 2013, she received the Scowcroft Institute Faculty Research Grant. Professor Eden was Vice President

and 2002 Program Chair for the Academy of International Business, and in 2004 she was elected a Fellow of the Academy of International Business. She was the founder of three organizations: WEN (Women Economists Network), ALIAS (Active Learning in International Affairs), and WAIB (Women in the Academy of International Business), and received the inaugural “Woman of the Year” award from WAIB in June 2016.

**NAME/TITLE:** *Gerald David Flint*, Clinical Professor, Department of Management, Mays Business School

**EDUCATION:** Ph.D. in Management, Texas A&M University; M.I.M. Thunderbird; B.A. Grand Canyon University

**PROFESSIONAL EXPERIENCE:** David Flint has been involved in entrepreneurial activities since the early 1980s and is presently involved with numerous business endeavors covering software, real estate, insurance, and consulting activities. He also serves on the board of several not-for-profit organizations with both domestic and international activities. His undergraduate education focused on history and computer science studies. His masters level studies focused on the development of the EU market and its institutions. His doctoral studies focused on business/government relationships and their strategic implications for the conduct of business domestically and internationally. Present research interests continue to focus on strategic decision making within organizations, entrepreneurship, and international factors affecting strategies in a global market. Strategic management, entrepreneurship, and international management courses are his areas of teaching emphasis in the Mays Business School. He is also the author of *Think Beyond Value - Building Strategy to Win* published by Morgan James Publishing and scheduled for wide release in March 2018. Dr. Flint also has conducted numerous study abroad trips for Mays undergraduate students. The first study abroad trips were to China (Summers 2010-2012) and were followed by trips to South Africa and Swaziland (Winterim periods of December - January in 2013-2014, 2014-2015, 2015-2016, and 2017-2018).

**NAME/TITLE:** *Julian Gaspar*, Clinical Professor, Department of Finance, and Executive Director, Center for International Business Studies, Mays Business School; Director, TAMU CIBE

**EDUCATION:** Ph.D. in International and Monetary Economics, Georgetown University; MBA in International Business and Finance, Indiana University; B.S. in Chemical Engineering, University of Madras, India

**PROFESSIONAL EXPERIENCE:** As the Executive Director of Texas A&M University’s Center for International Business Studies (CIBS) and its unit Center for International Business Education and Research (a federally funded CIBE), Dr. Gaspar has been responsible for internationalizing the educational, research and outreach programs of Mays Business School since 1991. Concurrently, as a faculty member with the Finance Department, he teaches International Finance at the undergraduate and graduate levels. Dr. Gaspar also conducts three annual Study Abroad programs for undergraduates with (i) EM Strasbourg Business School, France, (ii) Beijing Jiaotong University, China, and (iii) SDM-Institute for Management Development, India. In the past, Dr. Gaspar implemented a CIBE Consortium summer study abroad program for MBA students with the Indian Institute of Management in Bangalore (IIMB) and FDIB (Faculty Development in International Business) Asia program with the University of Hawaii CIBER. Dr. Gaspar is the lead author of two textbooks, *Introduction to Business* (2e 2016), the first of their kind to infuse the role of globalization, ethics, and technology into the entire textbook and *Introduction to Global Business* (2e 2017). He along with five colleagues also authored six case studies (funded by Eurasia Foundation) of major U.S. MNC’s entry into Russia. Dr. Gaspar has extensive international and corporate experience having traveled/worked in over 65 countries. Prior to joining Texas A&M University, he worked as an international economist with the Bank of America in Tokyo/San Francisco and with the World Bank Group for over a decade. He currently consults with the U.S. Department of State to reform business education in transition economies of Central Asia and Russia, and was the recipient of the 2011 Bush Excellence Award for Faculty in International Teaching and the International Excellence Award in 1993 for Strengthening and Enhancing International Education.

**NAME/TITLE:** *Sally Guyton*, Senior Lecturer and Assistant Director of the Banking Program, Department of Finance, Mays Business School

**EDUCATION:** MBA, The University of Texas at Austin; B.S., The University of Texas at Austin; B.A., The University of Texas at Austin

**PROFESSIONAL EXPERIENCE:** Sally Guyton's primary focus at TAMU is teaching and coordinating the core curriculum finance course, Business Finance. In addition, she advises the student chapter of the Financial Management Association which serves as an outlet for the students to explore various careers in finance. Each January, she accompanies a group of FMA students to Chicago to visit the Mercantile Exchange, the Chicago Board of Trade, the Chicago Board Options Exchange, and various investment banks (such as J.P. Morgan and Goldman Sachs). Mrs. Guyton authored both the Student Lecture Guide to accompany *Fundamentals of Financial Management* (8th edition) by Brigham/Houston and the Student Lecture Guide to accompany *Fundamentals of Financial Management* (2nd Concise Edition). She participated in the review of Brigham/Houston's 7th and 8th editions, and is participating in the production of ancillary materials for Brigham/Houston's 9th edition. She has led numerous field study programs for Mays undergraduates to Italy, Spain, and Switzerland, Greece and Turkey, and Australia and New Zealand.

**NAME/TITLE:** *Michael A. Hitt*, University Distinguished Professor Emeritus, Department of Management, Mays Business School

**EDUCATION:** Ph.D. in Organization Theory/Organizational Behavior, University of Colorado; MBA, Texas Tech University; BBA, Texas Tech University

**PROFESSIONAL EXPERIENCE:** He has served on the editorial review boards of multiple journals and is a former editor of the *Academy of Management Journal* and a former co-editor of the *Strategic Entrepreneurship Journal*. He is currently the editor-in-chief of *Oxford Research Reviews-Business and Management* which publishes scholarly monographs. He is a Fellow in the Academy of Management and in the Strategic Management Society, a Research Fellow in the Global Consortium of Entrepreneurship Centers and received an honorary doctorate from the Universidad Carlos III de Madrid. He is a former President of both the Academy of Management and of the Strategic Management Society and a member of the Academy of Management Journals' Hall of Fame. He received awards for the best article published in the *Academy of Management Executive* (1999), *Academy of Management Journal* (2000), the *Journal of Management* (2006), and the *Family Business Review* (2012). In 2001, he received the Irwin Outstanding Educator Award and the Distinguished Service Award from the Academy of Management. In 2004, Dr. Hitt was awarded the Best Paper Prize by the Strategic Management Society. In 2006, he received the Falcone Distinguished Entrepreneurship Scholar Award from Syracuse University. In 2014 and 2015, Dr. Hitt was listed as a Thomson Reuters Highly Cited Researcher (a listing of the world's most influential researchers) and he was also listed as one of The World's Most Influential Scientific Minds (a listing of the top cited researchers in science around the globe).

**NAME/TITLE:** *Natsuki Hara*, Administrative Associate, Center for International Business Studies, Mays Business School

**EDUCATION:** M.Ed. in Curriculum and Instruction, The University of Texas at Austin; B.S. in Nutritional Sciences, University of California, Berkeley

**PROFESSIONAL EXPERIENCE:** Natsuki Hara joined the Center for International Business Studies in March 2018. Natsuki's goal is to provide effective administrative support for the Center's academic and business activities in order to continue increasing the number of Mays students who participate in international study abroad experiences. Additionally, Natsuki oversees the CIBS Student Ambassador program – an opportunity for Mays Business students with international experience to assist CIBS in its globalizing mission by sharing their

study abroad experiences with current and prospective business students. Prior to joining Mays Business School, Natsuki had experience working with a wide range of K-12 students in educational settings including teaching, counseling, mentoring, tutoring, and coaching.

**NAME/TITLE:** *Duane Ireland*, Executive Associate Dean, University Distinguished Professor, and Benton Cocanougher Chair in Business, Department of Management, Mays Business School; Past President, Academy of Management

**EDUCATION:** Ph.D. in Management, Texas Tech University; MBA, Texas Tech University; BBA, Texas Tech University; Associate in Science, Amarillo Junior College.

**PROFESSIONAL EXPERIENCE:** Previously, Dr. Ireland was a member of the faculty at University of Richmond (where he held the W. David Robbins Chair in Strategic Management), Baylor University (where he held the Curtis Hankamer Chair in Entrepreneurship), and Oklahoma State University. His research, which includes a strong focus on international diversification and product innovation in international settings, has been published in a number of journals including *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Strategic Management Journal*, *Journal of Management*, *Human Relations*, *Decision Sciences*, *Academy of Management Executive*, *Journal of Management Studies*, and *Entrepreneurship Theory and Practice*. He has authored or co-authored more than 20 books; his most recent include the following two books: *Strategic Management: Competitiveness and Globalization*, 12<sup>th</sup> edition, (Cengage Publishing, 2017) and *Entrepreneurship: Successfully Launching New Ventures*, 5<sup>th</sup> Edition, (Prentice-Hall, 2016). Dr. Ireland recently completed serving as the Editor of the *Academy of Management Journal*. He also has served as an Associate Editor for *Academy of Management Journal* and *Academy of Management Executive*, and as a Consulting Editor for *Entrepreneurship Theory and Practice*. He is Past President of the Academy of Management. He has worked with Ph.D. students whose dissertations address international management issues.

**NAME/TITLE:** *Jon (Sean) Jasperson*, Academic Director M.S. Business, and Clinical Professor, Department of Information and Operations Management, Mays Business School

**EDUCATION:** Ph.D. in Information and Management Sciences, Florida State University; M.Acc. in Accounting Information Systems, Brigham Young University; B.S. in Accounting, Brigham Young University

**PROFESSIONAL EXPERIENCE:** Professor Jasperson earned his Ph.D. in Business Administration with an emphasis in Information Management Science from Florida State University. His research interests include the adoption, use, management, and implementation of information technology in organizational settings. In particular, he is interested in how organizations give incentive to their employees to use IT in their work. His research has been published in *MIS Quarterly*, *Communications of the ACM*, *Communications of the AIS*, *Journal of Information Systems Education*, *Information Systems Journal*, *Journal of Information Systems*, and the *Journal of the American Medical Informatics Association*. His research entitled “Power and Information Technology Research: A Metatriangulation Review” about the role of power and information technology in organizations was recognized as the best paper published in *MIS Quarterly* during 2002.

**NAME/TITLE:** *James W. Kolari*, JP Morgan Chase Professor and Academic Director of the Commercial Banking Program, Department of Finance, Mays Business School

**EDUCATION:** Ph.D. in Finance, Arizona State University; MBA, Western Illinois University; B.S. in Biology, Western Illinois University

**PROFESSIONAL EXPERIENCE:** Professor Kolari has taught financial markets and institutions at Texas A&M University and been active in international education, consulting, and executive education. He was a Fulbright

Scholar in 1986 at the University of Helsinki and subsequently worked with the Bank of Finland. He has served as a Faculty Fellow with the Mortgage Bankers Association of America and a Visiting Scholar at the Federal Reserve Bank of Chicago in 1982, in addition to being a consultant to the U.S. Small Business Administration, American Bankers Association, Independent Bankers Association of America, U.S. Information Agency, and numerous banks and other organizations. He has worked as an advisor on the North American Free Trade Agreement for the State of Texas, consultant for the Mexican government in financing technology, and member of the Academy of Sciences for Higher Education in Russia. His papers have appeared in such domestic and international journals as the *Journal of Finance*, *Review of Financial Studies*, *Journal of Business*, *Review of Business and Statistics*, *Journal of Banking and Finance*, *Journal of Empirical Finance*, *Journal of Economics Dynamics and Control*, *Journal of Financial Research*, *Journal of International Money and Finance*, *Journal of Risk and Insurance*, and the *Scandinavian Journal of Economics*. Papers in Russian, Finnish, Dutch, and Italian have appeared outside of the United States.

**NAME/TITLE:** *Xenophon Koufteros*, Professor and Jenna and Calvin R. Guest Professor, Department of Information & Operations Management, Mays Business School

**EDUCATION:** Ph.D. in Manufacturing Management and minor in Management Information Systems, University of Toledo; MBA, Bowling Green State University; B.S.B.A. in Production and Operations Management, Bowling Green State University

**PROFESSIONAL EXPERIENCE:** Prof. Koufteros has published over 40 articles in refereed journals including *Journal of Operations Management*, *Production and Operations Management*, *Decision Sciences*, *Journal of Supply Chain Management*, *Structural Equations Modeling*, *IEEE Transactions on Engineering Management*, *International Journal of Production Research*, *International Journal of Production Economics*, and *OMEGA* amongst others. Prof. Koufteros also served as associate editor of *Journal of Operations Management*, *Journal of Supply Chain Management*, *Journal of Business Logistics*, and *Decision Sciences*. He received the Best Associate Editor Award for *Journal of Operations Management* and for *Journal of Supply Chain Management* and the Best Empirical Paper Award for *Decision Sciences*. He is also a member of the editorial board for *Production & Operations Management*, *Structural Equation Modeling: An Interdisciplinary Journal*, *Educational & Psychological Measurement*, and *Journal of Marketing Channels*. Prof. Koufteros teaches courses across all levels and he received numerous teaching awards such as the Association of Former Students (AFS) Teaching Award at the Mays Business School. He also received several awards for his service to the profession and students, such as the Distinguished Achievement Award – Individual Student Relationships, at University level, Association of Former Students, Texas A & M University. He currently does global research in the area of ethics in purchasing via experiments and studies global supply chain security.

**NAME/TITLE:** *Katy Lane*, Associate Director, Study Abroad Programs Office

**EDUCATION:** M.S. in Recreation, Park and Tourism Sciences, Texas A&M University; B.A. in Mathematics, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Katy joined the Study Abroad Programs Office in 2016. She oversees incoming and outgoing exchange programs, internships, short-term group trips, and independent travel registration. Prior to joining our office, Katy worked as Program Manager at the Center for International Business Studies at Mays Business School. Katy received her B.A. in Mathematics and her M.S. in Recreation, Park and Tourism Sciences from Texas A&M University. She is currently pursuing a Ph.D. in Agricultural Leadership, Education, and Communications. As an undergraduate student, Katy interned with the Panama Canal Authority in Panama and participated in a faculty-led Spanish immersion program in Spain.

**NAME/TITLE:** *Richard H. Lester*, Clinical Professor, Department of Management, and Executive Director, McFerrin Center for Entrepreneurship, Mays Business School

**EDUCATION:** Ph.D. in Strategic Management, Texas A&M University; EMBA, University of Houston; B.S. in Business Administration, Wright State University

**PROFESSIONAL EXPERIENCE:** Richard H. Lester is currently a clinical professor and Executive Director of the McFerrin Center for Entrepreneurship in the Department of Management at Texas A&M University. This center hosts a variety of programs throughout the year to spread the entrepreneurship culture across the Texas A&M campus, the community, and the State of Texas. Programs include 3 Day Startup, Aggie 100, Aggie Entrepreneurship Saturday, Entrepreneurship Bootcamp for Veterans with Disabilities, Lunch&Learn, Raymond Ideas Challenge, the MBA Venture Challenge, Start-Up 101, and Startup Aggieland. The center is also home to the thriving business of Aggies in Business (AiB). It offers businesses an opportunity to hear fresh ideas at a reasonable price. AiB Consultants offer consulting for clients willing to pay. In addition, the center offers a high impact opportunity called Entrepreneurship Empowerment in South Africa. This is a study abroad in Cape Town, South Africa and its purpose is to provide consulting through teams to local emerging entrepreneurs in small townships. Dr. Lester's current research interests focus on corporate governance, upper echelons, and entrepreneurship. Prior to his academic career Richard spent 25 years in primarily oil and gas related firms. His last corporate position was Vice President General Manager in Houston, Texas.

**NAME/TITLE:** *Arvind Mahajan*, Associate Dean for Graduate Programs, Texas A&M University System Regents Professor, Presidential Professor for Teaching Excellence, and Lamar Savings Professor of Finance, Department of Finance, Mays Business School

**EDUCATION:** Ph.D. in Finance, Georgia State University; MBA, University of Scranton; B. Com. (Honors) in Accounting and Finance, University of Delhi

**PROFESSIONAL EXPERIENCE:** He has also served previously as Director of the Aggies on Wall Street Investment Banking Program, Director of the MS Finance Program, and Associate Director of the Center for International Business Studies and the Center for International Business Education and Research. His articles have appeared in the leading finance and international business journals. He is or has served as associate editor/editorial board member of *Journal of International Business Studies*, *Global Finance Journal*, *Journal of Advances in Management Research*, *Journal of Asia-Pacific Business*, *Journal of Multinational Financial Management*, *International Journal of Economic Sciences and Applied Research*, *Journal of International Finance*, *International Journal of Global Business and Competitiveness* and *North American Journal of Economics and Finance*. He was Vice President of the North American Economics and Finance Association and served on the Fulbright Scholars Awards Advisory Committee in Washington, D.C. The *Wall Street Journal* named him one of the most effective professors in its 2008 survey of all major Executive MBA programs in the World. Dr. Mahajan's industry and Wall Street experience includes serving as Vice President of a printing and publishing firm and full time Senior Consultant to Manufacturers Hanover Trust Company (now JP Morgan Chase & Co.) in New York. He has trained executives and consulted for organizations in Europe, Asia and the Americas.

**NAME/TITLE:** *Stephen McDaniel*, Regents Professor and Director, MS Marketing Program and Marketing Study Abroad Program, Department of Marketing, Mays Business School

**EDUCATION:** Ph.D. in Business Administration, University of Arkansas; MBA, Texas A&M University; B.B.A. in Marketing, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Dr. McDaniel is the Director of the Master of Science in Marketing Program, Director of the Marketing Study Abroad Program, and Advisor for Marketing Cooperative Education. Additionally, he serves as Faculty Advisor for the Masters Marketing Association, Freedom Ministries, and Breakaway Ministries. Dr. McDaniel is co-author of two books, *Consumer Behavior: Classical and Contemporary Dimensions* (Little, Brown, and Co., 1982) and *Cases in Marketing Strategy* (Merrill Publishing



Co.,1984). He has published over fifty articles in academic journals, including the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of the Academy of Marketing Science*, *Journal of Consumer Research*, *Journal of Advertising*, *Journal of Advertising Research*, *Journal of Professional Services Marketing*, *Journal of Business Research*, and *Sloan Management Review*. Professor McDaniel's research has focused mainly in the areas of marketing strategy, marketing research methodology, consumer behavior, services marketing, religious marketing, and marketing ethics. Dr. McDaniel has conducted or coordinated market research studies for over one hundred companies and nonprofit organizations in the following areas: government services, financial services, new technologies, construction materials, professional services, conference retreats, telecommunications, transportation, and a wide variety of retailing and other service-based organizations. He consulted for several years with the Federal Highway Administration and the National Association of College Bookstores.

**NAME/TITLE:** *Annie L. McGowan*, Assistant Dean for Diversity and Inclusion, and Associate Professor, Department of Accounting, Mays Business School

**EDUCATION:** Ph.D. University of North Texas; MPA, Jackson State University; BS, Alcorn State University

**PROFESSIONAL EXPERIENCE:** Dr. McGowan teaches and does research primarily in the area of cost accounting. Her primary research focus concerns the behavioral consequences of cost management system design and implementation. She has published articles concerning the behavioral benefits of cost management system adoption in *The Journal of Management Accounting Research*, *The Accounting Review* and *Accounting Horizons*. Dr. McGowan has been a Mays faculty member for 24 years. She has been named the next Associate Dean for Undergraduate Programs, effective June 1, 2018.

**NAME/TITLE:** *Henry Musoma*, Clinical Assistant Professor and Assistant Director, Center for International Business Studies, Mays Business School

**EDUCATION:** Ph.D. in Educational Leadership and Administration, Texas Christian University; M.S. in International Agricultural Development, Texas A&M University; B.S. in International Agricultural Development, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Henry K. Musoma was born and raised in Zambia, a country in Southern Africa. He attended high school in Zambia and Mozambique, then moved to the United States to pursue higher education. His multi-national background has afforded him significant insight into national and international global perspectives on leadership and leadership development. He enjoys teaching young people about leadership, and has traveled each summer since 2014 with a group of Regents' Scholars (first-generation college students) to Dubai, South Africa, and Zambia. The "African Excellence" trip is sponsored by Phillips 66. To show appreciation, Mays named Phillips 66 the first Corporate Partner of the Year in 2016. Musoma also leads a Spring Break program to Heifer International Ranch in Perryville, Ark. Musoma has been actively involved in university and community leadership development throughout his academic tenure, and has received numerous awards, including the Dr. Robert M. Gates Inspiration Award (2013), the Texas A&M Corps of Cadets Diversity Medal (2015), a Distinguished Achievement Award (2017), and the inaugural Mays Spirit Award (2017).

**NAME/TITLE:** *Oksana Nekrashevych*, Business Coordinator, Center for International Business Studies, Mays Business School

**EDUCATION:** B.Sc. in Mathematics, Kyiv National Shevchenko University, Ukraine

**PROFESSIONAL EXPERIENCE:** Oksana Nekrashevych joined the Center for International Business Studies in November 2016 and assumed the responsibilities of coordinating financial activities of the center. Oksana monitors and reconciles all fiscal accounts and payment cards, assists the program directors to manage budgets of various CIBS programs, processes scholarship payments and student billing, and performs other administrative

duties. Before joining CIBS, Oksana worked in the field of business administration at several departments of Texas A&M University, and at a branch of Pravex Bank in Kyiv, Ukraine. Oksana has traveled to many European countries, and speaks German, Ukrainian, and Russian. Currently, Oksana is pursuing a Master of Public Health degree at the School of Public Health, Texas A&M University.

**NAME/TITLE:** *Ramona Paetzold*, Professor, Department of Management, Mays Business School

**EDUCATION:** J.D., University of Nebraska; D.B.A., Indiana University; M.A. in Mathematical Statistics, Indiana University; MBA, Indiana University; B.A. in Mathematics, Indiana University

**PROFESSIONAL EXPERIENCE:** Dr. Paetzold works in the Human Resource Management area of the Department of Management. Her primary research interests are in the intersection of human resource management, social psychology, and employment law. Her work encompasses psycho-legal aspects of sexual harassment, disabilities and accommodations, and attachment theory. She has recently published in such outlets as the *Academy of Management Review*, *American Business Law Journal*, *North Carolina Law Review*, *Harvard Law Review Forum*, *Employee Rights and Employment Policy Journal*, *Journal of Applied Social Psychology*, and the *Review of General Psychology*, and *Personality and Individual Differences*. In addition to the above interests, she teaches in the field of research methods and advanced statistics, and has published works relating these topics to discrimination law. She is co-author of the book *The Statistics of Discrimination* (with Steven L. Willborn). Dr. Paetzold has served as Senior Articles Editor for the *American Business Law Journal* and Editor-in-Chief of the *Journal of Legal Studies Education*. Her primary teaching responsibilities include Employment Law, Employment Discrimination Law, and Research Methods/Statistics.

**NAME/TITLE:** *Daria Panina*, Clinical Associate Professor, Department of Management, Mays Business School

**EDUCATION:** Ph.D. in International HR, Rutgers University; M.A. in HR and IR, Rutgers University; MBA equivalent, American Institute of Business and Economics, Russia; B.A. in Political Economy, Moscow State University, Russia

**PROFESSIONAL EXPERIENCE:** Dr. Panina's main area of interest is international business and international management. She teaches international business and management courses at both the undergraduate and graduate levels. Prior to obtaining her graduate degrees, Dr. Panina spent five years as a member of the Russian Privatization advisory group, doing research on privatizing Russian enterprises in the early 90s. She then worked in several Russian and foreign-owned businesses in Moscow focusing on human resource management and executive search. Dr. Panina currently leads Mays undergraduate students on faculty-led study abroad trips to Spain and Nordic countries. Dr. Panina does research in the areas of emerging markets, professional services, and global competencies and publishes in academic journals such as *Academy of Management Review*, *Human Resource Management Review*, *Critical Perspectives on International Business*, and *Journal of International Management* among others. She is a member of the Academy of International Business and Academy of Management.

**NAME/TITLE:** *Madhav Pappu*, Clinical Assistant Professor, Department of Information and Operations Management, Mays Business School

**EDUCATION:** Ph.D., The University of Tennessee; MBA, The University of Tennessee; M.E. in Civil Engineering, Virginia Tech; B.D. in Mechanical Engineering, Andhra University

**PROFESSIONAL EXPERIENCE:** Supply chain and logistics expert, educator, consultant and strategic thinker, with nearly 20 years of experience and dedication invested in research and development to help companies advance in highly competitive environments. Professional with global experience and leading-edge approach to identifying creative ways of integrating a company's strategic objectives with exciting technologies such as RFiD

and innovative supply chain and financial models. Extensive international experience delivering presentations, conducting seminars and consultation to billion dollar, Fortune 100 companies identifying strategic pathways to achieving sustainable competitive advantage. Accomplished, articulate speaker/presenter, internationally published author, and a Doctorate from the University of Tennessee-Knoxville.

**NAME/TITLE:** *Nathaniel D. Poling*, Instructional Consultant, Center for Teaching Excellence

**EDUCATION:** Ph.D. in Curriculum and Instruction, University of Florida; M.Ed. in Secondary School English Education, Milligan College; B.A. in English/Communications, Milligan College

**PROFESSIONAL EXPERIENCE:** Poling's research interests include the design, development, and evaluation of online/blended learning courses, environments, resources, and approaches. As an instructional consultant, Poling serves as a faculty professional development consultant and provides individual consultations, conducts classroom observations, and designs/facilitates workshop sessions in areas such as – but not limited to – educational technology, universal design, digital game-based learning, multimedia and popular culture in instruction, teaching methods, syllabus design, effective assessment design, classroom management, and graduate TA training.

**NAME/TITLE:** *Michael W. Pustay*, Assistant Department Head and Anderson Clayton & Co. and Clayton Fund Professor, Department of Management, Mays Business School

**EDUCATION:** Ph.D. in Economics, Yale University; M.P. in Economics, Yale University; B.A. in Economics, Washington and Lee University

**PROFESSIONAL EXPERIENCE:** Dr. Pustay has written numerous articles dealing with the impact of government policies and regulations on the performance of firms. His recent work has explored the impact of regional economic integration on business behavior and the role of government policy in shaping competition in the international airline industry. His work has been published in the *Journal of Management*, *Transportation Journal*, *Southern Economic Journal*, *Land Economics*, and *Public Choice*. He is the co-author (with Ricky W. Griffin) of a best-selling textbook entitled *International Business* and the co-author (with Len Bierman and Keith Swim) of a Legal Environment of Business textbook. Pustay is a member of the Academy of International Business, the Academy of Management, the American Economic Association, and the International Trade and Finance Association. He has taught international business to undergraduate, graduate, MBA, and executive audiences for the past two decades. Dr. Pustay teaches International Business Policy in the Mays MBA and PMBA programs, and is the lead faculty of the Introduction to International Business seminar at the MSI Consortium International Business Pedagogy Workshops conducted at Georgia State University.

**NAME/TITLE:** *Korok Ray*, Associate Professor, Department of Accounting and Director of the Mays Innovation Research Center, Mays Business School

**EDUCATION:** Ph.D. in Economics, Stanford University; B.S. in Mathematics, University of Chicago

**PROFESSIONAL EXPERIENCE:** Korok is a labor economist who researches the future of work. In particular, he investigates how computer science and machine learning can create better electronic labor markets that will become ever more common in a networked society. Korok's core area of research is performance measurement: the study of incentives, risk/reward, and compensation for human performance. This application includes executives, chief financial officers, financial traders, farmers, doctors, teachers, rank and file employees, bankers, and even athletes. His research seeks to create economic models of human behavior and to design incentive systems to achieve better outcomes for all. His tools are economic theory, data science, and some small doses of artificial intelligence. He has taught at the University of Chicago and Georgetown University, as well as Texas A&M University. He also served on the Council of Economic Advisers of the White House from 2007 to 2009

during the historic financial crisis.

**NAME/TITLE:** *Joan E. Sanders*, Associate Director, Professional Program in Accounting and Senior Lecturer, Department of Accounting, Mays Business School

**EDUCATION:** M.S. in Business Computing Science, Minor Educational Technology, Texas A&M University; B.B.A in Accounting, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Ms. Sanders is an Independent Consultant for Sanders Consulting, providing customized business modeling excel training and business process consulting. From 1988-1991, Ms. Sanders was a Programmer/Analyst for Computing Information Systems at A&M. During her break from Texas A&M University (1991-1999), Ms. Sanders was the Information Systems Administrator, Purchasing Manager, and Supervisory Compliance Auditor for the Texas State Chemist Office. Ms. Sanders also leads an accounting study abroad trip to Australia, last led in 2017. During this trip, students are introduced to international opportunities within the public accounting firms, meet with native Australians as well as Ex-pats to gain a local and corporate view of business in Australia, and interact with their peers in Australia's version of the Professional Program.

**NAME/TITLE:** *Jye Shafer*, Program Coordinator, Center for International Business Studies, Mays Business School

**EDUCATION:** M.P.S.A. in Policy Analysis, The George Bush School of Government & Public Service, Texas A&M University; B.A. in Philosophy, Clemson University

**PROFESSIONAL EXPERIENCE:** Jye Shafer joined the Center for International Business Studies in December 2016 with the goal of continuing to grow the number of Mays Business School students participating in study abroad experiences. Jye works with both the International Business Association and Global Business Brigades to assist in their programming and international travel goals. Before coming to CIBS, he was an International Student Advisor for the office of International Student Services at Texas A&M University, where he assisted international students with a wide range of immigration and visa-related issues. Jye has been fortunate to travel regularly, and has spent time in Spain, Germany, the Netherlands, Australia, and New Zealand.

**NAME/TITLE:** *Robert R. Shandley*, Department Head and Professor of German, Department of International Studies, College of Liberal Arts

**EDUCATION:** Ph.D. in German and Comparative Literature, University of Minnesota; M.A. in German, University of Minnesota; B.A., Simpson College

**PROFESSIONAL EXPERIENCE:** Prior to joining A&M in 1995, Dr. Shandley was a Visiting Assistant Professor at the University of Tennessee, a Teaching Assistant at the University of Minnesota, and a Visiting Lecturer at Humboldt Universität, Berlin, Institut für Anglistik Amerikanistik. Dr. Shandley's areas of teaching competence include Film Studies, including introduction to Film Theory and History, European Film History, History and Representation of the Holocaust, Introduction to Television Studies, European Art Cinema, German and European Fairy Tales and Children's Literature, Contemporary German Literature, and all levels of German language. His publications include several monographs: *Hogan's Heroes* (TV Milestones Series: (Wayne State University Press, 2011) *Runaway Romances: Hollywood's Postwar Tour of Europe* (Temple University Press, 2009), and *Rubble Films: German Cinema in the Shadow of the Third Reich* (Temple University Press, 2001) (published in revised translation *Trümmerfilme: Das deutsche Kino der Nachkriegszeit*, Berlin: Parthas, 2010).

**NAME/TITLE:** *Laszlo Tihanyi*, Professor, Robyn L. '89 and Alan B. '78 Roberts Chair in Business, and Doctoral Program Coordinator, Department of Management, Mays Business School

**EDUCATION:** Ph.D. in Strategic Management, Organization Theory, and International Business, Indiana University - Bloomington; MBA, Indiana University; Doctorate in Business Economics, Budapest University of Economic Sciences, Hungary; B.Sc. in Economics and Business, Janus Pannonius University, Pécs, Hungary

**PROFESSIONAL EXPERIENCE:** Dr. Tihanyi research interests include corporate governance in multinational firms, international strategies, and organizational adaptation in emerging economies. Dr. Tihanyi's papers have been published in the *Academy of Management Journal*, *Academy of Management Review*, *Strategic Management Journal*, *Organization Science*, *Journal of International Business Studies*, and others. He was the winner of the 2013 Ricky W. Griffin Outstanding Research Award at Texas A&M University. He has served on the editorial boards of the *Academy of Management Journal*, *Journal of International Business Studies*, *Journal of Management*, *Journal of Management Studies*, *Journal of World Business*, and *Business Horizons*. He was Chair of the Corporate Strategy Interest Group in the Strategic Management Society in 2014. His editorial experience includes editorship at the *Advances in International Management* (2008-2016) and associate editorships at the *Journal of Management Studies* (2008-10) and the *Academy of Management Journal* (2014-2016).

**NAME/TITLE:** **Rajan Varadarajan**, University Distinguished Professor, Regents Professor, and Ford Chair in Marketing & E-Commerce, Department of Marketing, Mays Business School

**EDUCATION:** Ph.D. in Business Administration, University of Massachusetts; M.Tech. in Industrial Management, Indian Institute of Technology, Madras; B.E. in Electrical Communication Engineering, Indian Institute of Science, Bangalore; B.Sc. in Physics and Mathematics, Bangalore University, India

**PROFESSIONAL EXPERIENCE:** Dr. Varadarajan's primary teaching and research interest is in the area of marketing strategy. Dr. Varadarajan's research has been published in the *Journal of Marketing*, *Journal of the Academy of Marketing Science*, *Journal of Retailing*, *Academy of Management Journal*, *Strategic Management Journal*, and other journals. Dr. Varadarajan is a Fellow of the American Marketing Association and Distinguished Fellow of the Academy of Marketing Science. He served as editor of the *Journal of Marketing* from 1993 to 1996 and the *Journal of the Academy of Marketing Science* from 2000 to 2003. He currently serves on the Editorial Review Boards for a number of journals including the *Journal of Marketing*, *Journal of the Academy of Marketing Science*, and *Journal of International Marketing*. He also served as President of the Marketing Strategy Special Interest Group of the American Marketing Association (1998-2000), Vice President for Publications for the American Marketing Association (2014-2017), Vice President for Publications for the Academy of Marketing Science (2004-2007), and the Board of Governors of the Academy of Marketing Science (1998-2004).

**NAME/TITLE:** **Ben Welch**, Assistant Dean for Executive Education, Center for Executive Development, and Clinical Professor, Department of Management, Mays Business School

**EDUCATION:** Ph.D. in Educational Curriculum & Instruction, Texas A&M University; M.S. in Human Resource Management, Houston Baptist University; B.B.A. in Management, University of Dayton

**PROFESSIONAL EXPERIENCE:** Dr. Welch joined the Texas A&M University Center for Teaching Excellence in 1988 and served as their Associate Director before assuming his faculty appointment with the Department of Management. Dr. Welch directed the Mays Business Honors & Fellows Programs, which are the top two premier undergraduate programs within the College, until 1998. He then joined the Division of Student Affairs as the Director of Student Activities for Texas A&M University. He has presented a paper on "Preparing the Professorate of Tomorrow as Innovative Teachers for Today" at conferences within the United States, Canada, Mexico, and Brazil. Dr. Welch's international teaching experience includes the MBA and EMBA programs at the International University of Ecuador in Quito, Ecuador and Wuhan University in Wuhan, China.

**NAME/TITLE:** **Linda M. Windle**, Associate Director, Undergraduate Advising, Mays Business School

**EDUCATION:** Ph.D., Texas A&M University; M.S. Louisiana State University; B.S. University of Missouri-Columbia

**PROFESSIONAL EXPERIENCE:** Dr. Windle advises and mentors undergraduate students and works closely with faculty and staff for the continuous development of the business curricula and program opportunities. She has taught ethics in business and a first-year seminar, Money-Savvy Students. Prior to joining Mays Business School, Dr. Windle spent more than 10 years working in student affairs at Texas A&M University and Stetson University in DeLand, Florida. Also, she was engaged for several years in part-time youth ministry. She is a recipient of the President's Award for Excellence in Academic Advising (2014 and 2004), Margaret Annette Peters Advising Award (2013), Mays Outstanding Staff Award (2004), Honor Society of Phi Kappa Phi Inductee (2007), Mays Star Performer Award (2009), and Division of Student Affairs Outstanding Graduate Assistant Award (1997).

**NAME/TITLE:** *Chad Wootton*, Associate Vice President for External Affairs, Office of the Provost

**EDUCATION:** B.S. in Agricultural Economics, Texas A&M University

**PROFESSIONAL EXPERIENCE:** Mr. Wootton works closely with university administration and academic affairs leadership to facilitate university engagement efforts in public relations, community development, public broadcasting, global partnership services, educational outreach, corporate relationships, and partnership with constituents of Texas A&M. He leads a team of experienced and capable organizers and relationship managers, who provide services to faculty, colleges and university as Public Partnership & Outreach, in the Office of the Provost. He serves on the national Executive Committee for the Council on Engagement & Outreach of the Association of Public & Land Grant Universities. Prior to joining the Provost Office, Mr. Wootton served as the Vice President for Development for Texas A&M University reporting to the President and serving as a campus liaison to the fundraising organizations, individual donors and constituencies that support Texas A&M University. Prior to joining Texas A&M University, Mr. Wootton worked for the Texas A&M Foundation, the wholly separate 501c3, charitable organization charged with seeking, managing and distributing directed philanthropic gifts in support of Texas A&M. While at the Foundation, Mr. Wootton held positions as Director of Development in the College of Engineering, Regional Director of Major Gifts for South Texas and finally as Senior Director of Development for the College of Agriculture & Life Sciences over an 8 year career.

**NAME/TITLE:** *Manjit S. Yadav*, Interim Department Head, Department of Marketing, and Macy's Foundation Professor and Professor of Marketing, Mays Business School

**EDUCATION:** Ph.D. in Marketing, Virginia Tech; B.S. in Engineering, Indian Institute of Technology

**PROFESSIONAL EXPERIENCE:** Dr. Yadav joined the faculty at Texas A&M University in 1990. Dr. Yadav's current research focuses on marketing strategy in digital environments, particularly issues related to innovation and technological change. His work has been published in a number of leading journals, including Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, and Sloan Management Review. He is the Editor of AMS Review and a member of the Editorial Boards of Journal of Marketing, Journal of the Academy of Marketing Science, Journal of Retailing, and Journal of Interactive Marketing. Dr. Yadav is a recipient of the Harold H. Maynard Award that recognizes an article published in Journal of Marketing "for its significant contribution to marketing theory and thought." Dr. Yadav has taught at the undergraduate (Strategic Digital Marketing, Product Management, Marketing Research), masters (Digital Marketing Strategy, Marketing Strategy, Product Innovation), and doctoral levels (Seminar in Consumer Behavior). He also teaches in the Mays Business School's Center for Executive Development. Dr. Yadav is a recipient of the Faculty Distinguished Achievement Award in Teaching (Mays Business School, Texas A&M University).

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### Mays Business School Texas A&M University 2018 Editorial Board Positions

#	Last Name	First Name	Department	ROLE	ORGANIZATION	START
1	Abbey	James	Information & Operations	Editor	Journal of Operations Management	2017
2	Abbey	James	Information & Operations	Editorial Review Board Member	Production and Operations Management Journal	2015
3	Abbey	James	Information & Operations	Editorial Review Board Member	Journal of Operations Management	2015
4	Agrawal	Anupam	Information & Operations	Editor	Journal of Operations Management	2016
5	Ahmed	Anwer	Accounting	Editorial Review Board Member	The Accounting Review	2008
6	Ahmed	Anwer	Accounting	Editorial Review Board Member	Contemporary Accounting Research	2007
7	Barrick	Murray	Management	Editorial Review Board Member	Academy of Management Journal	1985
8	Barrick	Murray	Management	Editorial Review Board Member	Personal Psychology	1985
9	Barrick	Murray	Management	Editorial Review Board Member	Journal of Applied Psychology	1985
10	Berry	Leonard	Marketing	Editorial Review Board Member	AMS Review	2015
11	Berry	Leonard	Marketing	Editorial Review Board Member	Journal of Service Research	1998
12	Boivie	Steven	Management	Editorial Review Board Member	Academy of Management Review	2017
13	Boivie	Steven	Management	Editorial Review Board Member	Strategic Management Journal	2013
14	Boivie	Steven	Management	Editorial Review Board Member	Academy of Management Journal	2010
15	Boswell	Wendy	Management	Editorial Review Board Member	International Journal of Human Resource Management	2013
16	Boswell	Wendy	Management	Editorial Review Board Member	Journal of Applied Psychology	2008
17	Boswell	Wendy	Management	Editorial Review Board Member	Journal of Managerial Issues	2002
18	Bouwman	Christa	Finance	Editorial Review Board Member	Journal of Financial Intermediation	2017
19	Bouwman	Christa	Finance	Editorial Review Board Member	Corporate Governance: An International Review	2015
20	Bouwman	Christa	Finance	Editorial Review Board Member	Journal of Banking and Finance	2013
21	Bouwman	Christa	Finance	Editorial Review Board Member	Review of Finance	2014
22	Cannella	Albert	Management	Editorial Review Board Member	Entrepreneurship Theory & Practice	2010
23	Cannella	Albert	Management	Editorial Review Board Member	Organization Science	2006
24	Cannella	Albert	Management	Editorial Review Board Member	Strategic Management Journal	2005
25	Cannella	Albert	Management	Editorial Review Board Member	Academy of Management Journal	2003
26	Cannella	Albert	Management	Editorial Review Board Member	Academy of Management Review	1997
27	Cannella	Albert	Management	Editorial Review Board Member	Journal of Management	1991
28	Courtright	Stephen	Management	Editorial Review Board Member	Academy of Management Journal	2015
29	Courtright	Stephen	Management	Editorial Review Board Member	Academy of Management Review	2015
30	Courtright	Stephen	Management	Editorial Review Board Member	Journal of Applied Psychology	2015
31	Devers	Cynthia	Management	Editorial Review Board Member	Academy of Management Journal	2008
32	Devers	Cynthia	Management	Editorial Review Board Member	Academy of Management Review	2008
33	Diaz	Michelle	Accounting	Editorial Review Board Member	Issues in Accounting Education	2013
34	Ege	Matthew	Accounting	Editorial Review Board Member	Auditing: A Journal of Practice & Theory	2017
35	Griffin	Ricky	Management	Editor	special issue of Organization Studies devoted to The Dark Side of Org	2017
36	Griffin	Ricky	Management	Editor	Oxford Bibliographies Online	2013
37	Heim	Gregory	Information & Operations	Editorial Review Board Member	Journal of Service Research	2010
38	Heim	Gregory	Information & Operations	Editorial Review Board Member	Production and Operations Management	2007
39	Ireland	Robert	Management	Editorial Review Board Member	Strategic Entrepreneurship Journal	2007
40	Ireland	Robert	Management	Editorial Review Board Member	Journal of Business Strategy	2003
41	Ireland	Robert	Management	Editorial Review Board Member	European Management Journal	2003
42	Jones	Eli	Management	Editorial Review Board Member	Journal of Personal Selling and Sales Management	2000
43	Ketzenberg	Michael	Information & Operations	Editor	Production and Operations Management	2013
44	Kim	Hwagyun	Finance	Editorial Review Board Member	Korean Economic Review	2014
45	Kolari	James	Finance	Editorial Review Board Member	Applied Finance Letters	2016
46	Kolari	James	Finance	Editorial Review Board Member	Australian Economic Papers	2015
47	Kolari	James	Finance	Editorial Review Board Member	International Review of Applied Financial Issues and Economics	2010
48	Kolari	James	Finance	Editorial Review Board Member	Pacific-Basin Finance Journal	2006
49	Koufteros	Xenophon	Information & Operations	Editorial Review Board Member	Production and Operations Management	2016
50	Koufteros	Xenophon	Information & Operations	Editorial Review Board Member	Journal of Marketing Channels	2013
51	Koufteros	Xenophon	Information & Operations	Editorial Review Board Member	Educational and Psychological Measurement	2010
52	Koufteros	Xenophon	Information & Operations	Editorial Review Board Member	Structural Equation Modeling: An Interdisciplinary Journal	2005
53	McDaniel	Stephen	Marketing	Editorial Review Board Member	Services Marketing Quarterly	1991
54	McGuire	Sean	Accounting	Editorial Review Board Member	Contemporary Accounting Research	2017
55	McGuire	Sean	Accounting	Editorial Review Board Member	Journal of the American Taxation Association	2017
56	Metters	Richard	Information & Operations	Editor	Journal of Operations Management; Interfaces	2008
57	Metters	Richard	Information & Operations	Editorial Review Board Member	Production and Operations Management	1999
58	Metters	Richard	Information & Operations	Editorial Review Board Member	Journal of Operations Management	1999
59	Metters	Richard	Information & Operations	Editorial Review Board Member	Service Science; Service Business; Journal of Service Research	1999
60	Oliva	Rogelio	Information & Operations	Editorial Review Board Member	Service Science	2013
61	Pride	William	Marketing	Editorial Review Board Member	Journal of Marketing Education	1993
62	Pride	William	Marketing	Editorial Review Board Member	Journal of Strategic Marketing	1993
63	Pride	William	Marketing	Editorial Review Board Member	Marketing Education Review	1991
64	Ramanathan	Suresh	Marketing	Editorial Review Board Member	Journal of Retailing	2013
65	Ramanathan	Suresh	Marketing	Editorial Review Board Member	Journal of Consumer Psychology	2011

66	Ramanathan	Suresh	Marketing	Editorial Review Board Member	Journal of Consumer Research	2010
67	Rees	Lynn	Accounting	Editor	Accounting Horizons	2015
68	Schleicher	Deidra	Management	Editorial Review Board Member	Journal of Applied Psychology	2014
69	Schleicher	Deidra	Management	Editorial Review Board Member	Archives of Scientific Psychology	2012
70	Schleicher	Deidra	Management	Editorial Review Board Member	Journal of Management	2011
71	Schleicher	Deidra	Management	Editorial Review Board Member	Personal Psychology	2010
72	Schleicher	Deidra	Management		Academy of Management Review	2004
73	Shankar	Venkatesh	Marketing	Editorial Review Board Member	Journal of Marketing	2015
74	Shankar	Venkatesh	Marketing	Editorial Review Board Member	Journal of Marketing Research	2014
75	Shankar	Venkatesh	Marketing	Editorial Review Board Member	Marketing Science	2001
76	Simpson	Nancy	Special Programs	Editorial Review Board Member	College Teaching	2011
77	Sorescu	Alina	Marketing	Editor	AMS Review	2016
78	Sorescu	Alina	Marketing	Editorial Review Board Member	Marketing Science	2016
79	Sorescu	Alina	Marketing	Editorial Review Board Member	Journal of Marketing Research	2016
80	Sorescu	Alina	Marketing	Editorial Review Board Member	Journal of the Academy of Marketing Science	2015
81	Sorescu	Alina	Marketing	Editorial Review Board Member	Journal of Marketing	2008
82	Sridhar	Shrihari	Marketing	Editor	Journal of the Academy of Marketing Science	2015
83	Sridhar	Shrihari	Marketing	Editorial Review Board Member	Journal of Marketing	2015
84	Sridhar	Shrihari	Marketing	Editorial Review Board Member	Journal of Marketing Research	2014
85	Sridhar	Shrihari	Marketing	Editorial Review Board Member	Journal of Retailing	2014
86	Sridhar	Shrihari	Marketing	Editorial Review Board Member	Customer Needs and Solutions	2013
87	Strawser	Jerry	Accounting	Editorial Review Board Member	Internal Auditor	1993
88	Varadarajan	Poondi	Marketing	Editorial Review Board Member	Journal of Business Research	2015
89	Varadarajan	Poondi	Marketing	Editorial Review Board Member	Journal of International Marketing	2013
90	Varadarajan	Poondi	Marketing	Editorial Review Board Member	Journal of the Academy of Marketing Science	1999
91	Varadarajan	Poondi	Marketing	Editorial Review Board Member	Journal of Marketing	1985
92	Watt	John	Management	Editor	Journal of Psychology: Interdisciplinary and Applied	2006
93	Weaver	Constance	Accounting	Editor	Journal of the American Taxation Association	2017
94	Weaver	Constance	Accounting	Editorial Review Board Member	Contemporary Accounting Research	2010
95	Yadav	Manjit	Marketing	Editor	AMS Review	2014
96	Yadav	Manjit	Marketing	Editorial Review Board Member	Journal of Marketing	2011
97	Yadav	Manjit	Marketing	Editorial Review Board Member	Journal of Retailing	2010
98	Yadav	Manjit	Marketing	Editorial Review Board Member	Journal of Interactive Marketing	2005
99	Yadav	Manjit	Marketing	Editorial Review Board Member	Journal of the Academy of Marketing Science	1998
100	Zapata	Cindy	Management	Editorial Review Board Member	Personnel Psychology	2017
101	Zapata	Cindy	Management	Editorial Review Board Member	Academy of Management Journal	2012



**Texas A&M CIBE: International Business Research & Textbook Publishing**

	Last Name	First Name	Department	CONTYPE	STATUS	TITLE	JOURNAL_NAME or PUBLISHER
1	Abbey	James	Information Syst	Journal Article	Submitted	A Typology of Closed-Loop Supply Chains	International Journal of
2	Araujo	Andre	Information Syst	Journal Article	Accepted	Hyper-sensitivity in Global Virtual Teams,	Encyclopedia of Infor
3	Bierman	Leonard	Management	Book	Published	Introduction to global business: Understanding the international environment & global business functions	Cengage (2017)
4	Chen	Haipeng	Marketing	Journal Article	Published	When marketing strategy meets culture: the role of culture in product evaluations	Journal of the Academ
5	Cline	Kayla	Accounting	Journal Article	Published	International Comparison of Preoperative Testing and Assessment Protocols and Best	Advances in Health Ca
6	Eden	Lorraine	Management	Book	Published	Multinationals and Transfer Pricing.	Springer
7	Eden	Lorraine	Management	Journal Article	Published	Agent and Task Complexity in Multilateral Alliances: The Safeguarding Role of Equity	Journal of Internation
8	Eden	Lorraine	Management	Journal Article	Published	Culture and Context Matter: Gender in Cross Cultural and Strategic Management.	Cross Cultural and Str
9	Eden	Lorraine	Management	Journal Article	Published	Caught in the Crossfire: Dimensions of Vulnerability and Foreign Multinationals' Exit from War-Afflicted Countries	Strategic Management
10	Eden	Lorraine	Management	Book Chapter	Published	The Arm's Length Standard: Making It Work in a 21st Century World of Multinationals and Nation States.	Oxford Scholarship O
11	Eden	Lorraine	Management	Conference Proceed	Published	Multinationals and Foreign Investment Policies in a Digital World	
12	Eden	Lorraine	Management	Journal Article	Published	Shared Governance: Institutional Investors as a Counterbalance to the State in State Owned Multinationals	Journal of Internation
13	Eden	Lorraine	Management	Journal Article	Published	The Global Emergence of Chinese Multinationals: A Resource Based View of Ownership and Performance	Asian Business & Mar
14	Eden	Lorraine	Management	Journal Article	Published	The Renaissance of State Owned Multinationals	Thunderbird Internati
15	Flagg	James	Accounting	Journal Article	Published	An Empirical Assessment of the Effect of Corporate International Diversification on Firm Debt	Kingsley Olibe
16	Gaspar	Julian	Finance	Book	Published	Introduction to global business: Understanding the international environment & global business functions	Cengage
17	Griffin	Ricky	Management	Book	Published	International Business	Pearsons
18	Hitt	Michael	Management	Journal Article	Published	Why Is Family Firms' Internationalization Unique? A Meta-Analysis	Entrepreneurship The
19	Hitt	Michael	Management	Textbook	Published	Strategic management cases: competitiveness and globalization	South-Western
20	Hitt	Michael	Management	Conference Proceed	Published	Firm Performance and CEO Turnover: A Subnational Institutional Perspective	
21	Hitt	Michael	Management	Conference Proceed	Published	International strategies of family firms: An institution-based approach	
22	Hitt	Michael	Management	Journal Article	Published	Home country institutions and the internationalization-performance relationship: a meta-analytic review	Journal of Manageme
23	Hitt	Michael	Management	Journal Article	Published	How does regional institutional complexity affect MNE internationalization?	Journal of Internation
24	Hitt	Michael	Management	Journal Article	Published	International Strategy and Institutional Environments	Cross Cultural and Str
25	Hitt	Michael	Management	Journal Article	Published	International strategy: From local to global and beyond	Journal of World Busi
26	Hitt	Michael	Management	Journal Article	Published	Shared Governance: Institutional Investors as a Counterbalance to the State in State Owned Multinationals	Journal of Internation
27	Hitt	Michael	Management	Journal Article	Published	The Effects of Location and MNC Attributes on MNCs' Establishment of Foreign R&D Centers: Evidence from China	Long Range Planning
28	Hitt	Michael	Management	Journal Article	Published	The influence of resource bundling on the speed of strategic change: Moderating effects of relational capital	Asia Pacific Journal of
29	Hitt	Michael	Management	Journal Article	Published	The Renaissance of State-Owned Multinationals	Thunderbird Internati
30	Hitt	Michael	Management	Journal Article	Published	The transformation of China: effects of the institutional environment on business actions	Long Range Planning
31	Hitt	Michael	Management	Book	Published	The Oxford Handbook of Creativity, Innovation, and Entrepreneurship: Multilevel Linkages	Oxford University Pre
32	Hitt	Michael	Management	Journal Article	Published	Firm resources, governmental power, and privatization	Journal of Manageme
33	Hitt	Michael	Management	Journal Article	Published	The Effects of Cross-border and Cross-industry Mergers and Acquisitions on Home-region and Global Multinational Enterprises	British Journal of Mar
34	Hitt	Michael	Management	Journal Article	Published	The three faces of China: Strategic alliance partner selection in three ethnic Chinese economies	Journal of World Busi

35	Ireland	Robert	Management	Textbook	Published	Strategic management cases: competitiveness and globalization	
36	Ireland	Robert	Management	Book Chapter	Published	Social construction of boundaries in the context of the official and unofficial economies	The Oxford Handbook
37	Ireland	Robert	Management	Journal Article	Published	MOOCs and the Online Delivery of Business Education What's new? What's not? What now?	Academy of Management
38	Ireland	Robert	Management	Textbook	Published	Entrepreneurship: Successfully Launching New Ventures, (2016)	Pearsons
39	Ireland	Robert	Management	Journal Article	Published	Toward a greater understanding of entrepreneurship and strategy in the informal economy	Strategic Entrepreneurship
40	Ireland	Robert	Management	Journal Article	Published	Toward a research agenda for the informal economy: a survey of the Strategic Entrepreneurship Journal's editorial board	Strategic Entrepreneurship
41	King-Metters	Kathryn	Management	Magazine/Trade Pub	Published	The State of Operations Management in Cuba	POMS Chronicle
42	Kolari	James	Finance	Book	Published	Introduction to global business: Understanding the international environment & global business functions	Cengage
43	Metters	Richard	Information Syst	Magazine/Trade Pub	Published	The State of Operations Management in Cuba	POMS Chronicle
44	Panina	Daria	Management	Book Chapter	Published	Women in Global Professional Service Firms: The End of the Gentleman's Club?	Hershey
45	Pustay	Michael	Management	Book	Published	International Business	Pearsons
46	Stauffer	Jon	Information Syst	Instructional Materi	Published	Supply Chain Hubs in Global Humanitarian Logistics	
47	Stauffer	Jon	Information Syst	Journal Article	Submitted	Global Vehicle Supply Chains in Humanitarian Operations: A Network Analysis Approach	Journal of Operations
48	Tihanyi	Laszlo	Management	Book	Published	Global Entrepreneurship: Past, Present & Future	Emerald Group Public
49	Tihanyi	Laszlo	Management	Book Chapter	Published	Global Entrepreneurship: Assessment and Challenges	Emerald Group Public
50	Tihanyi	Laszlo	Management	Book Chapter	Published	Organizational Learning and International Management: The Contributions of Marjorie A. Lyles	Emerald Group Public
51	Tihanyi	Laszlo	Management	Journal Article	Published	Bringing Africa in: Promising directions for management research	Academy of Management
52	Tihanyi	Laszlo	Management	Book	Published	Emerging Economies and Multinational Enterprises	Emerald Group Public
53	Tihanyi	Laszlo	Management	Book Chapter	Published	Introduction to Part II: emerging economies and multinational enterprises	Emerald Group Public
54	Tihanyi	Laszlo	Management	Book Chapter	Published	Introduction to Part II: Orchestration of the Global Network Organization	Emerald Group Public
55	Tihanyi	Laszlo	Management	Journal Article	Published	Firm resources, governmental power, and privatization	Journal of Management
56	Tihanyi	Laszlo	Management	Journal Article	Published	The diffusion of foreign divestment from Burma	Strategic Management
57	Tse	Senyo	Accounting	Journal Article	Working Paper	The effects of management earnings forecast mandates: Evidence from China	
58	Varadarajan	Poondi	Marketing	Journal Article	Published	Doing well by doing good innovations: alleviation of social problems in emerging markets through corporate social innovations	Journal of Business Re
59	Varadarajan	Poondi	Marketing	Journal Article	Published	Innovating for sustainability: a framework for sustainable innovations and a model of sustainable innovations orientation	Journal of the Academ
60	Varadarajan	Poondi	Marketing	Conference Proceed	Published	Sustainable competitive advantage in service industries: a conceptual model and research propositions	
61	Varadarajan	Poondi	Marketing	Journal Article	Published	Toward sustainability: Public policy, global social innovations for base-of-the-pyramid markets, and demarketing for a better world	Journal of Internation

## **Supplement 25**

### **TAMU CIBE PROGRAM: Budget Notes 2018-2022**

*Note: The budget narrative and detailed budget spreadsheets are coded by ED budget category and by activity number that correspond to the activity numbers in the proposal narrative. This section contains Budget Notes organized by **Activity number**.*

#### **Program Development/Administration**

Budget Year	Education Department	Texas A&M University	Total
2018-2019	\$306,660	\$305,373	\$612,033
2019-2020	\$301,260	\$321,126	\$622,386
2020-2021	\$309,899	\$320,862	\$630,761
2021-2022	\$309,900	\$327,264	\$637,164
Total	\$1,227,720	\$1,274,625	\$2,502,345

TAMU will provide approximately \$224,636 in salaries and benefits for CIBE personnel each year; and funding for one foreign travel trip for program development @ \$4,000 for each year of the project. ED is requested to fund approximately \$199,419 in salaries and benefits each year; one administrative foreign travel each year at \$2,000/yr, two domestic travel trips a year at \$1,250 each; \$9,220 per year for program supplies (FDIB program books cost shared @\$1,000 each year with other CIBEs, copier charges, conference and workshop supplies – pens, paper, binders, staples, folders, labels, nametags, clips, etc.) as well as computer consumables like printer ink and software, subscriptions to business newspapers/magazines, and periodicals). For the 4-year project period ED is requested to fund each year \$5,000 in internal evaluator stipends.

#### **ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE**

##### **1. Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa**

TAMU will bear all administrative costs of managing the Regents Certificate of Achievement in Sustainable Business in Southern Africa program and Phillips-66 will provide support for Regents Scholar recruitment, travel support of \$1,500 per student for the 15 students who will be selected to participate in the Southern Africa program each year as well as support for faculty leader travel and promotional materials each year. No ED funds is requested.

##### **2. IB Immersion: Focus on China and other Emerging Economies of the 21st Century**

During the 4-year CIBE program period, TAMU will provide each year a total of 90 study abroad scholarships @\$800/ea. to support student participation in the Emerging Markets of the 21<sup>st</sup> Century Study Abroad winter programs (Brazil, Chile, India and Southern Africa) and 40 scholarships of \$600 for the two summer Emerging Markets programs (China and Ecuador/Peru). Additional faculty travel expenses will be covered from student participation fees. ED is requested to provide a total of \$8,000 (\$1,000 x 2-students per program x 4-emerging market programs) each year for MSI student participation in Mays faculty-led emerging market program. A total of \$6,000 (\$3,000 x 2-students) will be provided by TAMU to support students participating in the China Business Certificate program while they are in China. In addition, TAMU will provide a total of 55 scholarships of \$500 each to students participating in the European Summer Study Abroad programs.

### **3. IB Curriculum: Entrepreneurship in the Age of Globalization**

TAMU will absorb the cost for IB curriculum development as well as the implementation of MS in International Entrepreneurship dual degree program with the two European partner business schools. ED is requested to provide funding associated with foreign travel for the design & development MS International Entrepreneurship dual-degree program in the form of a trip each in 2019 and 2020 @\$2,000 each; and support for the NASBITE of \$500 each year. TAMU will provide additional funds if needed for CGBP exam support.

### **4. Interdisciplinary Globalization Programs for Masters Students**

The Interdisciplinary Globalization Programs for Masters Students will be developed and implemented each year at no cost to the Education Department. TAMU will also provide the required administrative support as well as conduct the overseas immersion for the Corps of Cadets.

### **5. Global Living & Learning Community and Global Thought Leadership Academy**

ED is requested to provide \$1,000 each year to support production of promotional materials and holding reception to facilitate the programs. TAMU will provide the administrative support required for the activity.

### **6. International Business Apprenticeship and Internship Empowerment**

ED is requested to fund 10 student travel cost @ \$1,000 ea. for students participating in overseas work-study/internships for each year of the grant and another \$1,000 for hosting and providing refreshments for the event. TAMU will fund 20 students each year to participants in the two-week Global Business Brigades to Nicaragua @ \$500 ea.

### **7. Mays Global Ambassadors**

TAMU will provide funding to cover the cost of ten Mays Global Ambassadors who will each work 2-hrs/week each semester at a cost of \$500 each/semester. TAMU will also cover all program administrative costs.

### **8. Model Arab League (MAL) Texas A&M Chapter**

While TAMU will administer and manage the MAL program, ED is requested to provide \$2,000 to cover the cost of TAMU's winning team's participation (registrations, travel, meals, etc.) in the annual regional conference hosted by the "Bilateral US-Arab Chamber of Commerce."

### **9. Internationalization of Business Doctoral Students**

ED is requested to provide the following funding: one doctoral student to assist with the MS Business Spring Break Study Program overseas study program @ \$2500 each year to cover participation cost; co-sponsorship fees for the Internationalizing Doctoral Education in Business program @ \$2,500 in Yrs. 2 & 4; and funding to support two doctoral students including those from MSIs @ \$1,000 each for each of the CIBE grant year. TAMU will provide \$1,500/yr. to support doctoral student participation in faculty development programs and conferences which will be matched by funding from the student's department.

### **10. Summer Culture and Language Institute for Statewide and Regional MSIs**

The costs associated with the management of the RELLIS campus Boot Camp will be covered by registration fees. ED is requested to provide funding to support 10 MSI or other students per year @ \$500 ea. to participate in the boot camp in Yrs. 2-4. TAMU will bear the administrative costs.

### **11. Foreign Language Training, Virtual Lang. Lab, and Immersion Programs**

TAMU will provide funding for one student worker @ \$7,000/yr for Yrs. 1 through 4 for the Foreign Language Virtual lab. ED is requested to provide funding for the virtual language training programs @ \$1,500/yr.; and 5 language immersion scholarships @ \$500 ea./yr for students who participate in the Costa Rica, LCTL Heritage Speakers, Arabic, and Uzbek immersion programs.

### **12. Student Organizations: IB, Culture, and Networking**

TAMU will provide the administrative support required. ED is requested to provide \$1,500 each year for students to host receptions for the various events.

### **13. Mays IBnetwork for Students, Faculty and Executives**

TAMU will provide funding to support one student worker @ \$2,500/yr. to develop, implement and maintain the Mays IBnetwork, IB and Cultural Competency Speaker's Bureau, and IBcareer Blog in Yr. 1. Once developed and implemented, TAMU will provide the administrative support required for the IBnetwork, Speaker's Bureau and IBcareer Blog. TAMU will provide \$800 each year to add videos to the IB Video Library. No ED funding is requested for this activity.

### **14. Mays Working Abroad Series**

The Mays Working Abroad Series will be developed and implemented at no cost of the Education Department. TAMU will also provide the administrative support that is required. ED is requested \$1000 each year to host receptions that follow each event.

## **ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE**

### **15. U.S. MNEs: To Survive and Compete in Conflict Zones**

ED is requested to provide funding for one faculty research/travel grants @ \$1,500 for ea. year for research projects on conflict zones and Global Competitiveness.

### **16. The Role of International Entrepreneurship and New Venture Creation in American Competitiveness**

ED funding is requested for a faculty research grant in the amount of \$1,500 for Yr 1 through 4 for research on The Role of International Entrepreneurship and New Venture Creation in American Global Competitiveness.

### **17. China's Transformation and the Renaissance of State Owned Multinationals**

ED funding is requested for research grants in the amount of \$1,500 for Yr 1 through 4 to study competition from Chinese enterprises.

### **18. Emerging Economies and Multinational Enterprises**

ED is requested to provide funding in the amount of \$1,500 each year to support research/travel of Dr. Tihanyi's team to steer research projects on Emerging Economies and Multinational Enterprises.,

### **19. Impact of U.S. Immigration Reform on National Security and U.S. Competitiveness**

ED funding is requested in the amount of \$1,500 for Yr. 1 and 2 to support the research projects on Security and Competitiveness Dimensions of U.S. Immigration.

## **20. Digital Connectivity, Information Flows, and Innovation of Nations**

The Mays Marketing Department will support the interdisciplinary study of innovation and how it benefits society through advances in human potential, productivity and competitive advantage of MNEs .

## **21. Country Institutional Environments and their Impact on Corporate Strategies**

The Mays Management Department will provide faculty research grants for the parallel studies on Country Institutional Environments and their Impact on Corporate Strategies.

## **22. International Dimensions of Corporate Governance and Executive Compensation Policies**

The Mays Accounting Department will provide faculty research grants to study International Dimensions of Corporate Governance and Executive Compensation Policies.

## **23. Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation**

The Mays Marketing Department will provide funding to support research on sustainable innovation.

## **24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs)**

ED funding is requested in the amount of \$2,600 for Yrs. 3&4 to support the research project on the Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs).

## **25. Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research**

On a competitive basis, the TAMU CIBE will provide seed money to select and award one “CIBS Research Faculty Fellow” and one “CIBS Doctoral Fellow” grant during the first program year. ED is requested to provide the Faculty Fellowships @ \$10,000 and the Doctoral Fellowship at \$5,000 to support research, data collection, and travel costs. The Mays Business School will provide support for the remaining three years of research as part of its grand challenge area research grants.

## **26. Can Central Bank issued Digital Currency avert future Financial Crisis**

ED is requested to provide funding for one faculty research/travel grants @\$1,500 for ea. year to support research projects dealing with financial markets.

## **ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE**

## **27. Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC)**

ED is requested to fund the following: travel for 2 faculty/yr. @ \$750 ea. to participate in the internationalizing minority-serving programs; 3 faculty/yr. @ \$500 ea. for the Texas Community College Global Initiative; \$6,000/yr. to support co-sponsorship of the Globalizing Minority-Serving Institutions program MSI (for the co-sponsorship of the International Business Pedagogy Workshop with GSU CIBE in Atlanta each year) initiative. TAMU will cover the travel and operating costs of the Internationalizing Hispanic-Serving Institutions Roundtable in 2020.

## **28. Domestic – Faculty/PhD Student FDIB and Language Programs**

ED is requested to provide 1,000/yr. in support of the CIBE Business Language Conference; TAMU will provide speakers and administrative support required at regional educational institutions.

### **29. Overseas – Faculty Development in International Business (FDIB) Programs**

ED is requested to provide the following funding to support FDIB overseas programs: \$1,500/yr. for each of the four TAMU CIBE co-sponsored FDIB programs to Africa, the Middle East, Vietnam/S.E.-Asia, and China; 4,000/yr. in program fee for one TAMU CIBE sponsored MSIs faculty. TAMU will provide \$2,000 each for two of Mays participants in the overseas FDIB programs.

### **30. IB Seminars on Conducting Business Abroad for U.S. Corporate Executives**

TAMU CIBER will work with Mays Center for Executive Development and have several Mays faculty offer IB courses/seminars tailored to specific needs of industries both in house as well as at overseas sites of companies. Since this will be a fee-based activity, ED funding will not be required.

### **31. Globalization of Small and Medium-Size American Companies: Export Certification Program**

TAMU will provide \$2,000/yr. in funding to support the Global Market Series: Export Certification Program with the Dallas International SBDC. No ED funds are requested.

### **32. Foreign Language/Culture Training and Immersion Outreach**

ED is requested to fund 2 non-credit semester-long language courses yr. @ \$3,500 each to offer Spanish language at the beginner's (during fall) and intermediate level (spring) for the local business and university communities. TAMU will provide funding for 2 instructors/yr. @ \$1,500 for students wanting to study survival French or Spanish in preparation for their overseas study.

### **33. K-12 Global Resources and Training for Teachers and Students**

ED is requested to provide the following funds: \$500 each year for SAGE website development/upgrade; \$500/yr. in funding to support technology-based IB education, communication, and research programs; and \$1,500/yr. to support CIBERweb website development and maintenance. TAMU CIBE will provide administration and management of all initiatives.

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### TAMU CIBE PROGRAM: Performance Measure Form

ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE										
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline & Targets					
					BL	T1	T2	T3	T4	
<b>1. Project Goal Statement: Infuse global competency in first generation university-bound students.</b>										
A) Create and offer a Regents Scholars Global Certificate program.	A1. Develop 1-credit freshman global perspective course with activities.									
	A2. Develop short-term sustainable business in Southern Africa study trips.									
B) Increase global skills activities.	B1. Provide global perspective activities.									
	B2. Provide opportunities to engage with international students.									
<b>2. Project Goal Statement: Increase undergraduate and graduate student understanding and expertise of conducting business in emerging economies.</b>										
A) Create new study abroad opportunities in emerging market economies for TAMU System (including MSIs) and SACs partner schools.	A1. Implement an <i>Emerging Markets Study Abroad</i> series.									
	A2. Develop China Business Certificate program with Chinese partner schools.									
	A3. Implement a MBA/MS "Doing Business in China" and "Doing Business in India" summer program.									
B) Increase promotion of international opportunities.	B1. Create CIBS Ambassador program of current students to share about their international experiences.									
	B2. Add video testimonials to the CIBS website.									
<b>3. Project Goal Statement: Establish BBA international entrepreneurship track and a MS Entrepreneurship degree.</b>										
A) Create and enhance international entrepreneurship programs.	A1. Develop two new international entrepreneurship overseas study programs with Belgium and Chile.									
	A2. Create a new MS dual-degree program in International Entrepreneurship with two European entrepreneurship schools									
B) Increase the number of international business certificates granted.	B1. Increase the number of IB courses offered in each business discipline.									
	B2. Add additional exchange partner schools and create new faculty-led programs for more study abroad options.									
	B2. Encourage students to take the CGBP exam offered by NASBITE.									
<b>4. Project Goal Statement: Infuse global practicum in the MBA/MS curriculum and enhance student marketability and career opportunities</b>										
A) Increase participation in international interdisciplinary opportunities.	A1. Initiate a MS Entrepreneurship Dual-degree program with European partner schools.									
	A2. Design and develop social entrepreneurship program with foreign partner schools.									
B) Increase student global competency across all majors.	B1. Infuse courses across various disciplines with IB content.									
	B2. Recruit non-business majors to participate in IB entrepreneurship abroad and student organizations.									
<b>5. Project Goal Statement: Create a cadre of students well-versed with the international business environment and are ready to enter the global workforce equipped for success</b>										
A) Establish a global learning community of students.	A1. Establish a semester-long residential learning community of an equal number of international and domestic students.									
	A2. Facilitate interactive programs between international and domestic students along with CIBE Advisory Council members.									
B) Increase Corps of Cadet student body's global competency.	B1. Recruit Corp students for IB organizations.									
	B2. Conduct study abroad programs for Corps members to strategic countries.									
<b>6. Project Goal Statement: Increase number of TAMU students pursuing international apprenticeship/internships.</b>										
A) Create an IB internship network.	A1. Host "Go Global with Mays" fair to highlight IB internship opportunities.									
	A2. Create new partnerships with internship providers.									
B) Prepare students for IB internships.	B1. Host workshops to prepare students for IB internship applications and interviews.									
	B2. Advise/conduct pre-departure country and cultural training.									
<b>7. Project Goal Statement: Implement a study abroad and international internship peer mentorship program</b>										
A) Increase the number of students going abroad each year.	A1. Global Ambassadors to provide monthly informationals about various program options.									
	A2. Weekly office hours at CIBE to visit with students about international opportunities.									
	A3. Participation on Facebook and office blog to include, for example, guidelines for program selection.									
B) Increase student global competency and career awareness.	B1. Monthly Ambassador training meetings will highlight global areas of significance.									
	B2. Ambassadors will be paired with a CIBS Advisory Board as their mentor.									



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<b>8. Project Goal Statement: Provide Honors Program students an opportunity to study business and culture of the Middle East</b>										
A) Increase knowledge of Arab culture and language to understand the Middle East	A1. Take Arabic language courses at the College of Liberal Arts.									
	A2. Enroll in courses related to Middle East culture and economics									
B) Participate in the Model Arab League Conference	B1. Debate economic and political issues of the Middle East									
	B2. Increase participation in study abroad opportunities in the Middle East.									
<b>9. Project Goal Statement: Internationalize doctoral business student education.</b>										
A) Increase Ph.D. student global competency.	A1. Provide support for students attending doctoral education symposiums.									
	A2. Support seminar series that focus on various IB areas/issues.									
B) Prepare Ph.D. students for IB academic/corporate careers.	B1. Provide resources for IB research.									
	B2. Provide support for student travel to IB conferences.									
<b>10. Project Goal Statement: Increase undergraduate MSI student participation in Summer Institutes for language and culture.</b>										
A) Develop a two-week summer Boot Camp in RELIS Campus focusing on culture and language programs.	A1. Recruit Community College and TAMU System's MSI students region-wide.									
	A2. Host a two-week on-campus "Boot Camp" to provide IB, culture, geopolitics, regional and survival language training.									
B) Increase global competency of MSI students.	B1. Sponsor two, month-long immersion programs in Costa Rica and Uzbekistan.									
	B2. Students will be exposed to native speakers and will visit historical sites and attend cultural events.									
<b>11. Project Goal Statement: Increase number of students with foreign culture and language proficiency including the less commonly-taught languages.</b>										
A) Provide training for traditional and less-commonly taught languages.	A1. Create Virtual Language Lab									
	A2. Manage overseas language immersion programs.									
	A3. Implement heritage speakers domestic immersion.									
B) Create supplemental resources to assist with language learning and retention.	B1. Develop online language learning resources.									
	B2. Coordinate language/ speaking partners.									
<b>12. Project Goal Statement: Increase participation in on-campus international business student organizations.</b>										
A) Increase members in the International Business Association and Global Business Brigades.	A1. Invite and host IB speakers for various events, including Dialogues with IB Leaders.									
	A2. Recruit at "Go Global with Mays" fair and through Mays Global Ambassadors.									
B) Increase interest in IB and cultural awareness.	B1. Promote participation in the Mays Working Abroad Series.									
	B2. Pair domestic students with international students for intercultural learning.									
<b>13. Project Goal Statement: Provide easy access to international business and cultural information, resources and opportunities through the Mays IB Network.</b>										
A) Establish the Mays IB Network as a timely and helpful IB resource.	A1. Create 30 new IB video library items per year.									
	A2. Post at least 100 times per month on the IB Career blog.									
B) Develop IB and cultural competency	B1. Provide and share international activities and opportunities for business majors and minors.									
	B2. Encourage a dialogue between IB network users and IB Faculty/executives.									
<b>14. Project Goal Statement: Increase number of students interested in pursuing an international business career.</b>										
A) Increase the number of students with an international experience.	A1. Increase promotion of international experiences.									
	A2. Expand the international experiences offered.									
B) Increase knowledge of international careers.	B1. Create the Mays Working Abroad Series.									
	B2. Increase promotion of IB organizations.									
	B3. Provide inter-cultural and international business etiquette training and resources.									
	B4. Utilize the CIBS Advisory Board as a resource for IB career connections.									

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ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE										
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline & Targets					
					BL	T1	T2	T3	T4	
15. Project Goal Statement: To identify strategic choices for effectively operating and competing in resource rich conflict zone countries.										
A) Identify ethical modes of business operations in conflict zones	A1. Provide support for interdisciplinary research on the role of MNEs in emerging economies									
	A2. Partner with the Bush School's Mosbacher Institute for Trade, Economics and Public Policy.									
B) Identify optimal exit strategy from conflict zones.	B1. Conduct surveys with U.S. and E.U. MNEs to identify differences in approach as compared with Chinese and Japanese MNEs									
	B2. Publish research in practioner journals for wide dissemination.									
16. Project Goal Statement: Enhance the understanding of the role of international entrepreneurship and family firms in America's Global Competitiveness.										
A) Identify key issues in the conduct of global entrepreneurship.	A1. Provide support for international entrepreneurship research and dissemination.									
	A2. Partner with the Center for New Ventures and Entrepreneurship.									
B) Determine leveraging strategies to enhance U.S. business competitiveness.	B1. Conduct research across cultural and national boundaries in the "underground" and "informal" economy.									
	B2. Leverage data collected from 630 entrepreneurs in U.S., France, China and Russia to evaluate the effect of entrepreneur social networks on new venture performance across cultures and institutional environments.									
17. Project Goal Statement: To enhance understanding of how China's rapid growth has led to their increased R&D expenditures and rise of State-owned multinationals that compete with and impact U.S. MNE performance										
A) Determine how growth of China is leading to increased R&D expenditures and new product/service development.	A1. Assess US MNE entry strategies in China.									
	A2. Determine the impact on U.S. MNE performance.									
	A3. Submit China business research outputs in journals, books and presentations.									
18. Project Goal Statement: To provide thought-provoking empirical research, theoretical ideas, and reviews on the opportunities and challenges of MNEa considering investment in emerging economies										
A) Identify successful strategies for MNEs in entering Emerging Economics (EE).	A1. Determine risk factors to minimize risk and maximize returns in EE.									
	A2. Provide foundation for future doctoral dissertation in EE.									
B) Examine the rise of home-grown MNEs in EE and challenges faced in developing markets	B1. Study co-evolution of and dynamic interaction between emerging markets and multinationals.									
	B2. Publish collection of papers with original ideas and theoretical advances in EE.									
19. Project Goal Statement: Evaluate the impact of U.S. immigration reform on national security and U.S. competitiveness.										
A) Examine impact of planned immigration reform in the U.S.	A1. Study impact of U.S. immigration policy (IP) on business competitiveness and homeland security.									
	A2. Assess impact of IP on economic, social, agricultural, education, and health issues.									
B) Develop strategic recommendations to advance U.S. competitiveness.	B1. Host symposium to discuss results and impact.									
	B2. Submit research publications.									
20. Project Goal Statement: To investigate the true nature of innovation and how it benefits society through advances in human potential, productivity and competitive advantage of MNEs.										
A) Investigate the true nature of innovation and how it benefits society	A1. research goal is to study the impact of information and communication technology (ICT) on a range of performance-related outcomes at both the firm and country levels									
	A2. Work with Mays Innovation Center to strengthen innovation in MNEs.									
B) Make recommendations for improving human potential & productivity	B1. guide national and global public policy decisions related to ICT infrastructure;									
	B2. Determine strategic ways to advance U.S. competitiveness.									
21. Project Goal Statement: Analyze country institutional environments and their impact on corporate strategies.										
A) Determine how different institutional arrangements of countries impact corporate decision making and profits.	A1. Collect data from managers of more than 800 firms in China, the U.S. and Europe.									
	A2. Measure effectiveness of country institutional environments by regulatory, political, economic, and physical infrastructure dimensions.									

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<b>22. Project Goal Statement: Examine the international dimensions of corporate governance and executive compensation.</b>										
A) Access the global and domestic effects of corporate governance and executive compensation on IB.	A1. Examine how corporate governance structures in different nations affect strategic decisions, employee morale, and business competitiveness.									
B) Assess the impact of International Financial Reporting Standards (IFRS) on U.S. corporate governance and executive compensation	B1. Co-host a symposium on int'l dimensions of CG/EC with the Mays Center for Human Resource Management.									
	B2. Submit CG/EC findings to research journals; utilize in books and presentations.									
<b>23. Project Goal Statement: Develop a theoretical framework of a firm's sustainable innovations capabilities as a source of competitive advantage</b>										
A) To investigate the emergence of sustainability as a major driver of innovation in MNEs	A1. To develop a conceptual framework to delineate potential avenues for sustainable innovations									
	A2. Develop a model defining a number of firm-related and industry-related antecedents of sustainable innovations									
<b>24. Project Goal Statement: Determine the potential effectiveness of offering IB certification through Massive Open Online Courses (MOOCs).</b>										
A) Identify challenges of offering IB business education through MOOCs.	A1. Conduct a survey within SACS to determine perceptions of using MOOCs in IB learning.									
	A2. Determine potential rates of adoption and level of cultural understanding.									
B) Determine solution to and practicality of offering IB business education through MOOCs.	B1. If practical and effective, CIBS would offer IB certificate courses to MSIs in SACS member business schools in 11 southern states.									
	B2. Determine best practices in development of IB MOOCs.									
<b>25. Project Goal Statement: Increase research in international business and foreign language.</b>										
A) Provide resources and support for faculty and doctoral IB and foreign language research.	A1. Provide CIBE Doctoral Fellowships to support IB and language research.									
	A2. Provide CIBE Faculty Fellowship to support IB research.									
B) Promote research for IB, language, area studies and language topics.	B1. Assist faculty with submissions to IB journals.									
	B2. Encourage interdisciplinary research on international topics.									
<b>26. Project Goal Statement: Determine whether Central bank issued cryptocurrencies will stabilize financial markets and reduce the risk of global financial crises</b>										
A) Assess effects of the crisis.	A1. Determine whether cryptocurrencies are of significant value in conducting global transactions									
	A2. Determine the riskiness of cryptocurrencies									
B) Conduct studies on the credit crisis.	B1. Examine if Central banks should issue cryptocurrencies that could lead to a future without cash									
	B2. Analyze recommendations of the Frank-Dodd Bill and new requirements set by the Bank of International Settlements in Basle, Switzerland.									

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ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE										
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline & Targets					
					BL	T1	T2	T3	T4	
27. Project Goal Statement: Enhance international business education training, information, and resources of minority serving institutions.										
A) Assist MSI business schools in international-izing their faculty.	A1. Provide one-on-one mentoring services to HBCU schools on IB curriculum development.									
	A2. Provide a collaborative environment for multi-disciplinary, multi-institutional teaching, research and workforce development									
	A3. Identify and develop a regional initiative for Enhancing Global Competence of Faculty in MSIs, HBCUs, and HSIs with Prairie View A&M Univ. and TAMU Corpus Christi									
B) Create unique opportunities for RELLIS campus students to tap into TAMU CIBE resources	B1. Host RELLIS Campus student participation in Mays study abroad programs									
	B2. Provide first-hand international cultural/etiquette programs and overseas social entrepreneurship experiences to MSI students									
28. Project Goal Statement: Provide U.S. faculty and doctoral students with domestic opportunities to gain IB and cultural knowledge to incorporate into teaching and research.										
A) Develop Regional MSI IB initiatives	A 1. Support and collaborate with PVAMU and TAMUCC to identify and develop regional initiatives aimed at Enhancing Global Competence of Faculty and Students in other Minority Serving Institutions-- to internationalize their faculty and business programs, pursue external funding									
B) Provide resources for enhancing the instruction of important business languages.	B1. Sponsor CIBE Business Language conference.									
	B1. Co-sponsor the annual International Business Pedagogy Workshops with GSU CIBE in Atlanta.									
29. Project Goal Statement: Provide overseas exposure to U.S. faculty, especially those at MSIs, about cultural, economic and geo-political environments within which businesses operate.										
A) Increase faculty (especially those at MSIs) understanding of IB and cultural issues.	A1. Co-sponsor four FDIB programs.									
	A2. Exposure to foreign universities, businesses, government agencies, U.S. embassies and Chambers of Commerce.									
B) Increase number of faculty and Ph.D. student IB research projects.	B1. Increase knowledge and skills in IB.									
	B2. Increase MSI faculty FDIB participation.									
30. Project Goal Statement: Provide U.S. business executives the skills and knowledge necessary to operate in today's globally competitive business environment.										
A) Increase executive understanding of IB and cultural issues.	A1. Host educational programs and seminars on timely IB, culture, and geopolitical issues.									
	A2. Provide easy access to webcasts and podcasts of programs.									
B) Increase IB knowledge and skills to advance U.S. competitiveness.	B1. Enhance globalization of the Mays Center for Executive Development programs.									
	B2. Resources added to the CIBE website.									
31. Project Goal Statement: Prepare small and medium-size U.S. businesses to develop and expand export market opportunities.										
A) With the collaboration of McFerrin Center for Entrepreneurship infuse internationalization into their entrepreneurial-focused curricular and experiential opportunities.	B1. Internationalize the Mays Entrepreneurship Bootcamp for Veterans Residency Program.									
	A1. Provide formal training to assist SMEs to successful export.									
B) Increase knowledge and skills to advance U.S. competitiveness.	B1. Participation in Global Market Series.									
	B2. Resources added to the CIBE website.									
32. Project Goal Statement: Increase foreign language proficiency of students, faculty, and the business community.										
A) Develop "non-credit" language training with the CIBE Virtual Lab.	A1. Create technology-based programs.									
	A2. Provide native speaker tutorials.									
B) Offer teacher-led intensive language courses during the fall and spring semesters.	B1. Develop beginner and intermediate Spanish course.									
	B2. Develop beginner and intermediate French course.									
33. Project Goal Statement: Disseminate international education training, information, and resources for primary and secondary schools.										
A) Sponsor the Scholastic Assistance for Global Education (SAGE) website.	A1. Develop podcasts on IB and cultural topics (BRICS/MIST countries).									
	A2. Develop an International Economics: Social Studies Teachers Workshops series									
B) Enhance IB knowledge and skills of high school seniors especially from underrepresented groups by attending TAMU CIBE thought leadership program.	B1. Host programs to help internationalize K-12 teachers/students.									
	B2. Serve on the Woodlands Prep. High School Advisory board.									
	B3. Sponsor the Young World Scholars program.									

## **Supplement 27**

### **Texas A&M: Evaluation Plan**

#### **TEXAS A&M EVALUATION TEAM**

##### **Evaluation Team Members**

Dr. Michelle Diaz, Chair, Mays Business School Curriculum Committee (*Education Programs*)

Dr. Daria Panina, Associate Clinical Professor and Director of Mays Nordic and Spain Programs  
(*Research and Overseas Study Programs*)

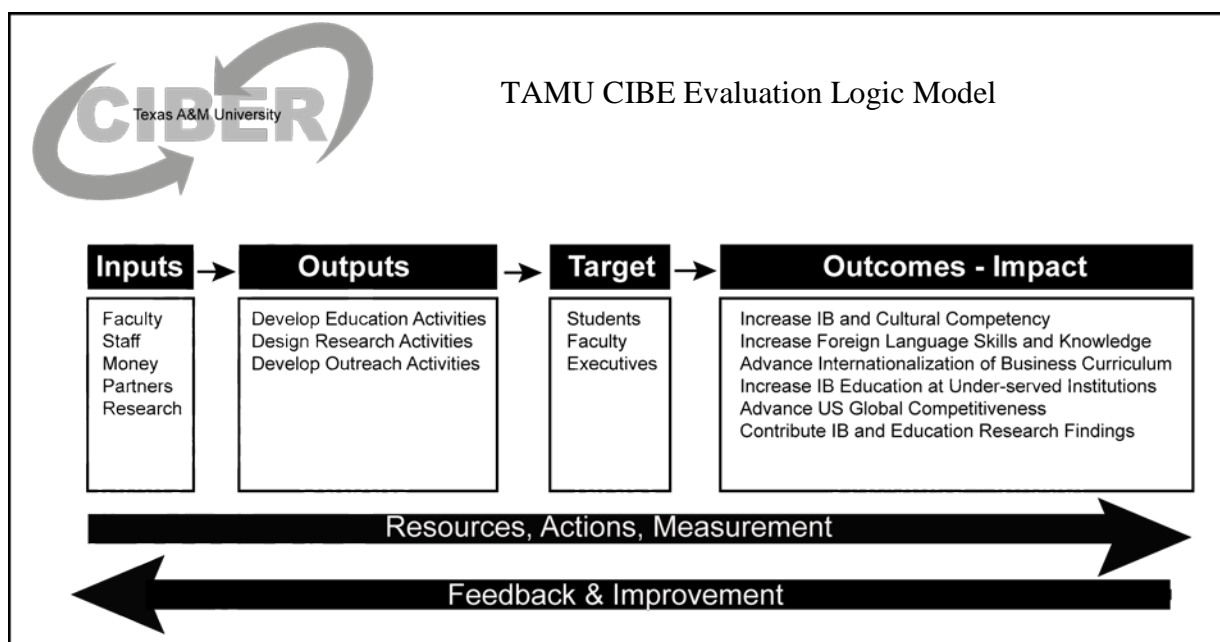
Dr. Henry Musoma (*Outreach Activities*)

Dr. Michelle Diaz, Chair of Mays Business School's Curriculum Committee will oversee the CIBE project evaluation team. The members will meet in late summer or early fall semesters to assist with the development and execution of the evaluation process and the implementation of continuous improvement based on the quantitative and qualitative data collected for each *Activity* and input from the *activity leaders*, *Mays AACSB Learning Assurances Program*, and *CIBS Advisory Board*. The team will meet in year one to benchmark the program and in year four to conduct a comprehensive and objective evaluation of the grant *Activities*. The TAMU CIBE will report findings annually via IRIS to the DOE to support the evaluation process.

The TAMU CIBE will conduct a systematic evaluation (formative and summative) of its 2018-2022 program *Activities* and processes, using objective performance measures, to provide reliable and meaningful quantitative and qualitative evidence about grant operations and outcomes. For each of the 33 *Activities*, specific *outcome goals*, *evaluation criteria*, and *target standards* have been established as outlined in [Supplement 19](#) and this *Evaluation Plan* ([Supplement 20](#)). The qualitative and quantitative data collected will be compared to *target standards* to identify favorable and adverse variances. Large variances will be assessed for likely causes, and when necessary, appropriate adjustments to the *Activity* will be implemented. Data collected will be submitted in an annual performance report to the ED and to provide *GPRA* data for the *IRIS* reporting system.

As part of the assessment process for most *Activities*, a pre/post *Global Skills and Knowledge Test* will be administered to provide baseline and outcome data to determine the degree of learning that takes place. A broad-spectrum *Global Skills and Knowledge Test* will be created by the CIBE evaluation team. This test will be available to use as is, or to be modified to meet the pre/post assessment needs of specific *Activities*. Data on *GEPA* populations will be collected as part of the normal assessment process.

An *Evaluation Logic Model* has been developed below to demonstrate the interconnectivity of the inputs, outputs, target, and outcomes of the evaluation process. The inputs, outputs, and outcomes of the 2018-2022 project are described in the proposal narrative, with specific details about the *outcome goals* and *evaluation criteria and target standards* described below for each *Activity*.



## ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE

**Activity 1: Regents Scholars: Certificate of Achievement in Sustainable Business in Southern Africa** (Dr. Henry Musoma)

**Output:** Establish Regents Scholars IB Certificate of Achievement in Sustainable Business

**Outcome Goals:** Infuse global competency in first generation university-bound students; provide global perspective and sustainable business courses, activities and short-term overseas study trips.

**Evaluation Criteria and Target Standards:** The target goal is for 50 undergraduate students to enroll in the Regents Scholars IB Certificate of Achievement in Sustainable Business program and for 15 of them to earn the IB Certificate of Achievement in Sustainable Business (CASB) each year. The CASB students will be administered the *Global Skills and Knowledge Test* during their orientation and again at the end of their program, with a 50% increase in their global business and cultural skills and knowledge targeted. It is anticipated that 30% of CASB students will participate in a short term study abroad program. Data will also be collected to determine the number of the CASB students that go on to participate in the more rigorous 18-hour IB minor/certificate programs. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the Regents Scholars CASB program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

**Activity 2: IB Immersion: Focus on China and other Emerging Economies of the 21st Century** (Dr. Julian Gaspar)

**Output:** Provide culture, language and international business overseas immersion programs

**Outcome Goals:** Increase undergraduate student understanding and competence of culture, language and IB in emerging economies; increase the number of students studying abroad; implement *Emerging Markets Study Abroad* series; implement Certificate in Chinese Business program; conduct pre-departure Chinese cultural and language training; increase student global competency and job placement.

**Evaluation Criteria and Target Standards:** The target goal is for 650 students to enroll in various overseas study programs each year including immersion at one of the 43 overseas CIBE partner institutions, Mays study abroad programs, TAMU study abroad programs, and independent study programs with third-party providers. The new *Emerging Markets of the 21<sup>st</sup> Century Study Abroad Series* will serve an average of 25 students per program (150 students/yr) to Brazil, Chile, China, Ecuador/Peru, India and South Africa. The *Certificate in Chinese Business Program* will target five students each year. Students participating in Mays and TAMU overseas programs will be administered the *Global Skills and Knowledge Test* during their pre-departure orientation/training and again at the end of their program, with a 50% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation and 1-year post graduation. The targeted goal is an 80% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the overseas immersion programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

**Activity 3: IB Curriculum: Entrepreneurship in the Age of Globalization** (Dr. Michael Pustay)

**Output:** Develop new IB and cultural courses, innovative IB tracks and enhance existing courses

**Outcome Goals:** Increase number of undergraduate and graduate international business courses and undergraduate IB tracks; infuse IB content into existing courses; increase number of IB certificates granted; increase number of students taking the NASBITE CGBP exam; prepare students for international business career opportunities; increase student global competency.

**Evaluation Criteria and Target Standards:** The target goal is to serve 1200 students/year in international business and culture courses per academic year. In order to provide a broader range of courses with IB, culture, and political content 7 new undergraduate and graduate courses will be developed/enhanced. The Entrepreneurship in Belgium and Chile programs will infuse internationalization content into entrepreneurship courses and also include a study abroad component. Students participating in the Belgium and Chile study abroad programs will be administered the Global Skills and Knowledge Test before they start their overseas study and again when they complete them, with a 70% increase in their global business and cultural skills and knowledge targeted. The success of these courses and tracks will be partially judged by enrollment demand and student evaluations. With the new courses, infusion of IB content into existing courses, and the new NASBITE CGBP Track, it is anticipated that 60 IB certificates will be awarded per year (Certificate in IB, Certificate in European Union Business, Certificate in Latin American Business, and Certificate in Chinese Business Studies). A target has been set to have 10 students/year earn the NASBITE CGBP credential. Job placement data will be collected at graduation and 1 year post graduation. The targeted goal is an 80% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the year to provide information and data about the impact and effectiveness of the IB curriculum and feedback on how it can be improved.

**Activity 4: Interdisciplinary Globalization Programs for Masters Students** (Dr. Arvind Mahajan)

**Output:** Deliver interdisciplinary courses, certificates, and degrees

**Outcome Goals:** Strengthen interdisciplinary programs with IB courses and content, increase interdisciplinary study abroad and language opportunities; increase interdisciplinary participation in student organizations; increase student global competency; strengthen U.S. competitiveness.

**Evaluation Criteria and Target Standards:** With the wide-variety of interdisciplinary initiatives, a goal has been set to have 500 graduate students impacted and to create new or infuse IB content into 3 interdisciplinary courses/yr. In order to provide a broad range of interdisciplinary knowledge and experience into these programs at least 20 faculty from different disciplines, departments, and colleges will participate. Approximately 40 students in each of the MS Business and the Professional MBA program will participate in a mandatory study abroad program. Students participating in interdisciplinary programs will be administered pre and post Global Skills and Knowledge Test, with a 50% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the interdisciplinary programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

### **Activity 5: Global Living & Learning Community and Global Thought Leadership Academy**

(Dr. Henry Musoma)

**Output:** To create a cadre of students that are well-versed with the inter cultural skills and are ready to enter the global workforce equipped for success.

**Outcome Goals:** Increase domestic student global cultural competency by integrating living with international students on campus, create successful IB Learning Community with IBA; and quality Learning Community activities; host Thought Leadership Academy for Corp of Cadets students and link those students with IB mentors.

**Evaluation Criteria and Target Standards:** The target goal is to have 80 students (equal number of domestic and international students) enrolled and participate in the Global Living and Learning Community (GLLC) and connect them with an IB mentors each year. Students participating in the Global Learning & Living Community will be administered pre and post Global Skills and Knowledge Test, with a 50% increase in their global business and cultural skills by the end of a semester. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the GLLC program to provide information and data about the impact and effectiveness of the globalization program and feedback on how it can be improved.

### **Activity 6: International Business Apprenticeship and Internship Empowerment** (Mr. Jye Shafer)

**Output:** Provide international apprenticeship and internship experience in order to expand career opportunities for business students.

**Outcome Goals:** Increase number of Mays students doing international apprenticeship/internships; effectively coordinate programs and recruit students for internships; host International Internship at “Go Global with Mays” Recruiting Fair; conduct pre-departure country and cultural training; increase student global competency; prepare students for IB career opportunities.

**Evaluation Criteria and Target Standards:** A target goal is to have 200 business students participate in the International Internship Recruiting Fair in academic year 2018/20. It is anticipated that 20 business students will participate in international internships each year. During pre-departure training, all students will be administered a Global Skills and Knowledge Test and again upon their return from the overseas experience, with a 50% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation, and 1 year post graduation. The targeted goal is an 80% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the internship programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

### **Activity 7: Mays Global Ambassadors** (Ms. Natsuki Hara)

**Output:** Develop a peer mentor program that would provide study abroad and international internship outreach to business undergraduates that have not traveled outside the U.S.

**Outcome Goals:** Increase number of students with an overseas study and internship experience; implement successful Mays Global Ambassadors program; increase student global competency and career opportunities.

**Evaluation Criteria and Target Standards:** The Mays Global Ambassadors program along with IBA will host 2 major informational meetings each semester with a goal of attracting 30 undergraduate students (120 students/yr) who have never traveled outside the U.S. The ten “Ambassadors” will organize those events that would include a panel of business executives providing their views on the importance of overseas study and internship and how to go about obtaining one. The Ambassadors will passionately articulate practical information on: selecting a study abroad and/or internship program; financial planning; incorporation of the overseas experience into degree plan; general security while travelling abroad; and provide their office hours for individual consultation. Panel members will also address political, commercial, and social environment of the region of focus for that evening. Students participating in the Informational will be surveyed the following semester to find out how many of them have signed up for

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overseas study/internship. A target goal of 50% or 60 students enrolled is set. Feedback from the survey will be conducted, as appropriate, throughout the Mays Ambassadors program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

**Activity 8: Model Arab League (MAL) Texas A&M Chapter:** (Dr. Salah Ayari)

**Output:** Provide Mays Honors undergraduate students an opportunity to participate in the Model Arab League Annual Conference

**Outcome Goals:** Increase student business, culture and language knowledge of the Middle East; and expand students' Arabic competency level and career opportunities.

**Evaluation Criteria and Target Standards:** A target goal is to recruit 4 Business Honors undergraduate students each year to study Arabic and Middle East culture. Students will be administered a language skills and knowledge test before they start on their Model Arab League team completion on campus. Students will be administered a Middle East Skills and Knowledge Test before they get selected to represent Texas A&M at the Model Arab League competition. Job placement data will be collected at graduation and 1 year post graduation. The targeted goal is a 90% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the dual degree program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

**Activity 9: Internationalization of Business Doctoral Students** (Dr. Lorraine Eden)

**Output:** Facilitate an interest, knowledge base, and research focus on international business by doctoral students

**Outcome Goals:** Increase Ph.D. student global competency; successfully prepare Ph.D. students for IB academic opportunities; host effective Internationalizing Doctoral Education in Business symposium; implement the CIBE Doctoral Research Fund to provide support for Ph.D. students.

**Evaluation Criteria and Target Standards:** A target goal is for 80 Ph.D. students/yr nationally to attend the Internationalizing Doctoral Education in Business (IDEB) symposium to be conducted in conjunction with the AIB annual meetings when in the U.S. in 2020 and 2022. Financial awards will be granted to 5 doctoral students per year to support IB research and to develop IB knowledge. Students participating in the doctoral education development programs will be administered pre and post Global Skills and Knowledge Test, with a 35% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation and 1 year post graduation. The targeted goal is an 85% job placement upon graduation at a university or corporation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the doctoral program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

**Activity 10: Summer Culture and Language Institute for State-wide and Regional MSIs** (Dr. Julian Gaspar)

**Output:** Deliver intensive culture and foreign language training for undergraduate and graduate students of MSIs in the 11-state SACS region.

**Outcome Goals:** Increase student global competency and the cultural awareness of MSI students located in the Southern Association of Colleges and Schools (SACS) that covers the 11 southern states of which TAMU is a member; effectively manage and recruit students region-wide; and successfully organize the intensive Arabic, Mandarin and Spanish language and culture programs in Dubai, China and Mexico.

**Evaluation Criteria and Target Standards:** A target goal is to have a total of 100 university and community college students from MSIs in southern U.S. participate in a two-week residential Boot Camp to be held in the RELLIS Campus in Bryan/College Station. All students taking language classes will be administered a pre and post language skills and knowledge test, with a goal of increasing student skills and knowledge by 30%. All students participating in an Institute will be administered a Global Skills and Knowledge Test at orientation and at the closing session on the last day, with a 35% increase in their global business and cultural skills and knowledge targeted.

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Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the Institute programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

**Activity 11: Foreign Language Training, Virtual Language Lab, and Immersion Programs** (Dr. Henry Musoma)

**Output:** Provide undergraduate and graduate students the opportunity to gain cultural and language competency in common foreign languages and less commonly taught languages (LCTL) as well.

**Outcome Goals:** Increase number of students with foreign language proficiency; create CIBE Virtual Language Lab; provide training for traditional and less-commonly-taught languages; manage domestic heritage speakers and overseas language immersion programs.

**Evaluation Criteria and Target Standards:** The CIBE expects to provide 200 students foreign language training per year through technology-based, teacher-led instruction and immersion programs. The overseas immersion language programs have targeted to serve 40 students per year. A target has been set to provide 20 different languages per year, of which 6 will be less-commonly taught languages, through technology-based methods and native language tutors. All students will be administered a language skills and knowledge test before they start each language course and at the conclusion of each training course, with a goal of increasing student skills and knowledge by 75%. The targeted goal is to have 60 students participate in a heritage speaker's domestic immersion program each year and for approximately 40% (25 students) to focus on less-commonly taught languages. A goal of the CIBE Virtual Language Lab is to serve 500 students per year, formally and informally. Students will also be encouraged to take the appropriate language credentialing exams, with a goal of having 40 students per year (approximately 10%) becoming credentialed. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the language training programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

**Activity 12: Student Organizations: IB, Culture, and Networking** (Mr. Jye Shafer)

**Output:** Create opportunities for students to network with IB professionals, foreign students, and others with IB and cross-cultural interests

**Outcome Goals:** Increase student global competency; increase number of members of student IB organizations; invite and host dynamic IB speakers for organizational events; assist with Go Global with Mays Forum, Mays Global Ambassadors, Passport Desk; recruit students for the Mays Working Abroad Series.

**Evaluation Criteria and Target Standards:** A target goal is to recruit 150 student members (IBA-100; Global Business Brigades-50) and to host 16 dynamic speakers each year. It is anticipated that 25% (~ 40 students) of the members will study abroad each year. The Go Global with Mays Forum anticipates having 200 students attending each year and the Mays Global Business Panel will target 120 students and their parents (100 Moms/Dads) for Parents Weekend. The Passport Desk plans to assist 100 students each year with their passport application. Student organization members will be administered a Global Skills and Knowledge Test at the first of the year and again at the end of the year, with a 25% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the student organization programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

**Education Activity 13: Mays IBnetwork for Students, Faculty and Executives** (Ms. Natsuki Hara)

**Output:** Create the Mays IBnetwork with easy access to IB and cultural information, resources, and opportunities

**Outcome Goals:** Increase access to IB and cultural information, resources, and opportunities; develop a model Mays IBnetwork, with an IBcareer Blog and an IB and Cultural Competency Speaker's Bureau database; increase IB Video Library holdings.

**Evaluation Criteria and Target Standards:** A target goal of 1,000 IBnetwork members/yr, 30 new IB Video Library additions per year, and 100 IBcareer Blog postings/month. It is anticipated that 90 experts will register with the IB and Cultural Competency Speaker's Bureau database per year and that approximately 60% of them will be asked to give presentations in classes, programs, and conferences on campus. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the doctoral program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

**Activity 14: Mays Working Abroad Series** (Ms. Lisa Burton)

**Output:** Facilitate inter-cultural and international business etiquette training and resources to students seeking careers in international business

**Outcome Goals:** Increase global competency of IB students; increase number of IB students that end up with IB career; increase number of business students studying abroad in IB programs; increase number of IB students participating in IB internships; increase number of IB students joining IBA & GBB student organizations.

**Evaluation Criteria and Target Standards:** To increase the global competence of International Business students, a target goal has been set to serve 50 IB students attend each Working Abroad Series each semester. These IB students will be administered a *Global Skills and Knowledge Test* before they start their first Working Abroad event each semester and again when they complete their Working Abroad activities at the end of that semester, with a 60% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout their IB programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

**ACTIVITES THAT MEET THE RESEARCH OBJECTIVE**

**Activity 15: U.S. MNEs: To Survive and Compete in Conflict Zones** (Dr. Michael Hitt)

**Output:** Share research findings and make recommendations

**Outcome Goals:** To identify and implement strategic choices for effectively operating and competing in resource rich conflict zones, including the use of multinational transfer pricing mechanisms.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 120 participants per year in the audience of the presentation(s) on the *MNE operating strategies in conflict zones*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 16: The Role of Intl Entrepreneurship and New Venture Creation in America's Global Competitiveness** (Drs. Michael Hitt, Duane Ireland and Richard Lester)

**Output:** Share research findings and make recommendations

**Outcome Goals:** Identification of key global entrepreneurship variables; determine role of key variables on U.S. global competitiveness; examine informal GE activities transition to formal economy; develop strategic recommendations to advance U.S. competitiveness.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 125 participants per year in the audience of the presentation(s) on the *Role of International Entrepreneurship and New Venture Creation in American Competitiveness*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 17: China's Transformation and the Renaissance of State Owned Multinationals** (Dr. Loraine Eden)

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**Output:** Share research findings and make recommendations for future research in IB

**Outcome Goals:** To determine how the rapid growth of China over the past four decades has led to their increased R&D expenditures and rise of State-owned multinationals that compete and impact U.S. MNE performance.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 10 research papers with original ideas each year in the form of journal articles, book chapters, or professional presentations and to have a total of 120 participants per year in the audience of the presentation(s) on Effective Strategies for Acquiring Privatized Chinese Enterprises. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 18: Emerging Economies and Multinational Enterprises** (Dr. Lazslo Tihanyi)

**Output:** Share research findings and make recommendations

**Outcome Goals:** To provide thought-provoking empirical research, theoretical ideas, and reviews on the opportunities and challenges of multinational enterprises considering emerging economies as their destinations.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 90 participants per year in the audience of the presentation(s) on the Impact of Emerging Market MNEs on U.S. Global Business Competitiveness. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 19: Impact of U.S. Immigration Reforms on National Security and U.S. Competitiveness** (Drs. Leonard Bierman and Ramona Paetzold)

**Output:** Share research findings and make recommendations

**Outcome Goals:** Study impact of U.S. immigration policy (IP) on business competitiveness and homeland security; assess impact of IP on economic, social, agriculture, education, and health issues; develop strategic recommendations to advance U.S. competitiveness.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 110 participants per year in the audience of the presentation(s) on Security and Competitiveness Dimensions of U.S. Immigration. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 20: Digital Connectivity, Information Flows, and Innovation of Nations** (Dr. Yadav and Doctoral Candidate Mirahmad)

**Output:** Share research findings and make recommendations

**Outcome Goals:** To investigate the true nature of innovation and how it benefits society through advances in human potential, productivity and competitive advantage of MNEs.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 150 participants per year in the audience of the presentation(s) on *Digital Connectivity and their Impact on Economic Competitiveness*. Feedback received about published items and during presentations will be discussed/recorded and evaluated to

assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 21: Country Institutional Environments and their Impact on Corporate Strategies** (Dr. Michael Hitt)

**Output:** Share research findings and make recommendations

**Outcome Goals:** Compare institutional environments (IE) in different countries; determine management issues associated with IEs; evaluate IE impact on corporate management structure and decisions; develop strategic recommendations to advance U.S. competitiveness.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 90 participants per year in the audience of the presentation(s) on *Country Institutional Environments: Measurement and Impact on Management*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 22: International Dimensions of Corporate Governance and Executive Compensation Policies** (Dr. Anwer Ahmed)

**Output:** Share research findings and make recommendations

**Outcome Goals:** To assess the impact of International Financial Reporting Standards (IFRS) on U.S. corporate governance and executive compensation

**Evaluation Criteria and Target Standards:** A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 90 participants per year in the audience of the presentation(s) on the International Dimensions of Corporate Governance and Executive Compensation Policies. A target goal of 150 people attending the CG/EC symposium has been set. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 23: Innovating for Sustainability: A framework for Sustainable Innovations and a Model of Sustainable Innovations Orientation** (Dr. Rajan Varadarajan)

**Output:** Share research findings and make recommendations

**Outcome Goals:** To create a theoretical framework of a firm's sustainable innovations capabilities as a source of competitive advantage.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 110 participants per year in the audience of the presentation(s) on: (1) a conceptual framework delineating potential avenues for sustainable innovations and (2) a model defining a number of firm-related and industry-related antecedents of sustainable innovations orientation, along with performance outcomes. Feedback from scholars will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

**Activity 24: Effectiveness of offering IB Certification Utilizing Massive Open On-line Courses (MOOCS)** (Dr. Madhav Pappu)

**Output:** Share research findings and make recommendations especially to MSIs

**Outcome Goals:** Evaluate perceptions, cost, operation, and delivery of educational and communication technologies (ECT) in international business education; develop strategic recommendations to advance IB education at MSIs.

**Evaluation Criteria and Target Standards:** A target goal has been set to create 7 research/policy papers for dissemination in SACS institutions. Feedback for SACS institutions will be sought with the ultimate goal of either moving forward with MOOCS or rejecting the idea for its impracticality.

**Activity 25: Research Fellowship for Faculty and Doctoral Student IB and Foreign Language Research** (Drs. Eden and Ray)

**Output:** Facilitate IB, language, area studies, and other appropriate research by faculty and doctoral students

**Outcome Goals:** Increase number of research projects/dissertations with an IB focus; provide support for Ph.D. dissertation and faculty IB research; increase number of international business research projects receiving external funding; encourage interdisciplinary research on international topics.

**Evaluation Criteria and Target Standards:** A target goal of the TAMU CIBE program is to award 2 faculty and one doctoral research fellowship grants each year (matched by departments) and also work with faculty to obtain alternate funding. Awards include support for data acquisition, research travel and subscriptions to specialized international databases.

**Activity 26: Can Central Bank issued Digital Currency avert future Financial Crisis** (Dr. Paul Skeie)

**Output:** Share/discuss research findings and make recommendations

**Outcome Goals:** To conduct in-depth studies on cryptocurrencies (e.g. Bitcoin) and their business/economic impact

**Evaluation Criteria and Target Standards:** A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 200 participants per year in the audience of the presentation(s) on the *the impact of cryptocurrencies on the global Financial System*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

## **ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE**

**Activity 27: Globalizing Business Education of Minority-Serving Institutions (MSI) and Community Colleges (CC)** (Mr. Jye Shafer)

**Output:** Facilitate the globalization of faculty and business programs at minority-serving universities (HBCU, HSI, and others) and community colleges

**Outcome Goals:** Assist regional (Texas A&M System schools and SACS) and national minority-serving business school faculty internationalize (including HBCU, HSI, and others) their programs through mentoring; provide access to Mays study abroad program; create Texas Community College Initiative; host effective international business certificate programs for MSI and community college faculty.

**Evaluation Criteria and Target Standards:** The Enhancing Global Competence of Faculty and Students in Minority Serving Institutions (MSI) program has a target goal to assist 10 Minority-Serving schools and 60 faculty every year through FDIB, conferences, roundtables and workshops. The Texas Community College Initiative has set a target goal to provide training to over 100 faculty every year. All participants of the MSI and Community College programs will be administered a pre/post test, with a goal of demonstrating a 50% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data

about the impact and effectiveness of the programs. Participants that access the technology-based programs will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

**Activity 28: Domestic - Faculty/Ph.D. Student FDIB and Language Programs** (Dr. Andre Araujo)

**Output:** Develop domestic faculty development in IB programs to provide knowledge and information that can be used to facilitate IB teaching and research

**Outcome Goals:** Increase knowledge and skills to advance U.S. competitiveness; increase faculty & Ph.D. students IB & cultural knowledge; increase minority-serving institution faculty FDIB participation; provide faculty and Ph.D. candidates programs on timely topics.

**Evaluation Criteria and Target Standards:** A target goal is to serve nationally over 200 faculty per year including at least 20 Ph.D. students and 100 Minority-Serving Institution faculty, in the following programs: CIBE International Business Pedagogy Workshops (in Atlanta for around 80 participants); CIBE Business Language Conference (120); K-12 Language/Culture Workshops for C.C. Faculty (60). All seminar and conference participants will be administered a pre/post survey, with a goal of demonstrating a 30% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the program. Participants that access the technology-based programs (videoconferences, podcasts, etc.) will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

**Activity 29: Overseas – Faculty Development in International Business (FDIB) Programs** (Dr. Julian Gaspar)

**Output:** Develop overseas programs to educate faculty about foreign business, cultural, economic, and political environments

**Outcome Goals:** Increase faculty understanding of IB and cultural issues; increase knowledge and skills to advance U.S. competitiveness; increase minority-serving institution faculty FDIB participation; increase number of faculty and Ph.D. student IB research projects.

**Evaluation Criteria and Target Standards:** A target goal has been set to provide an opportunity for 100 faculty and doctoral students nationally to take part in one of four CIBE cosponsored faculty development in international business enhancement programs each year. In addition, a target goal is to have 20 faculty from minority-serving institutions participate each year. It is anticipated that 50 new IB course content items and 10 new international business research projects will be initiated by faculty attending these FDIB programs. All faculty and doctoral students will be administered the Global Skills and Knowledge Test at the beginning of each FDIB program and again at the end, with a 30% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted during the FDIB programs to provide information and data about the impact and effectiveness of the program and feedback on how they can be improved.

**Activity 30: IB Seminars on Conducting Business Abroad for U.S. Corporate Executives** (Dr. Ben Welch)

**Output:** Develop IB seminars, workshops and conferences for U.S. executives

**Outcome Goals:** Increase executive understanding of IB and cultural issues; increase knowledge and skills to advance U.S. competitiveness; host educational programs on timely IB, culture, and language topics; provide easy access with webcasts and podcasts of programs.

**Evaluation Criteria and Target Standards:** A target goal has been set to host 12 half-day to 3-day in-depth seminars and conferences abroad on timely international business issues for executives each year, impacting at least 200 participants. A target goal is for 12 Mays faculty to teach overseas each year through the Center for Executive Development overseas programs in Brazil, Egypt, Malaysia, Mexico, UAE, Russia and UK. All seminar and conference participants will be administered a pre/post survey, with a goal of demonstrating a 25% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the program. Participants that access the technology-

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based programs (videoconferences, podcasts, etc.) will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

**Activity 31: Globalization of Small and Medium-Size American Companies: Export Certification Program**  
(Dr. Dick Lester)

**Output:** Deliver educational programs to prepare U.S. business professionals and students to export and to take the NASBITE CGBP™ exam

**Outcome Goals:** To prepare small and medium-size U.S. businesses to develop and expand into export markets. Increase knowledge and skills to advance U.S. competitiveness; provide formal training to assist SMEs to successful export; host effective Global Market Series: Export Certification Program; successfully prepare students, executives, faculty, and trade professionals for the NASBITE CGBP™ exam.

**Evaluation Criteria and Target Standards:** In collaboration with the McFerrin Center for Entrepreneurship at Mays, TAMU CIBE will infuse internationalization into their entrepreneurial-focused curricular and experiential opportunities. A target goal has been set to serve 150 executives with the Global Market Series per year which will assist them with exporting their products. It is anticipated that 20 executives, trade professionals, and students taking the Global Market Series training will take the NASBITE CGBP™ exam each year. Global Market Series participants will also have access to the online NASBITE CGBP™ Prep Podcasts (A5) as they become available. All participants of the Global Market Series program will be administered a pre/post test, with a goal of demonstrating a 50% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the programs. Participants that access the technology-based programs will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

**Activity 32: Foreign Language/Culture Training and Immersion** (Dr. Salah Ayari)

**Output:** Develop non-credit programs to provide foreign language communication competence of students, faculty, and the business community

**Outcome Goals:** Increase number of participants with foreign language proficiency; provide effective non-credit training for traditional and less-commonly-taught languages and culture; provide effective immersion programs for traditional & less-commonly-taught (LCT) languages.

**Evaluation Criteria and Target Standards:** The foreign language and culture outreach program has set a targeted goal to serve 150 people per year. A target has been set to provide 27 different language courses per year, of which 8 will focus on less-commonly taught languages, through technology-based methods and native language tutors. All students will be administered a language skills and knowledge test before they start each language course and at the conclusion of each training course, with a goal of increasing student skills and knowledge by 50%. A target goal is to have 30 people participate in language immersion programs per year and 300 faculty attend the *CIBE Business Language Conference* and the *Business Communication for Language Teachers Symposium in the years offered*. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the language training programs to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

**Activity 33: K-12 Global Resources and Training for Teachers and Students** (Ms. Natsuki Hara)

**Output: Develop:** International education training, information, and resources for primary and secondary teachers and students

**Outcome Goals:** Host programs to assist in the internationalization of K-12 teachers; develop podcasts on timely IB and culture topics (BRIC countries); serve on Klein HS International Business Academy Board; sponsor students to attend the Young World Scholars Program; increase knowledge and skills to advance U.S. competitiveness.



**Evaluation Criteria and Target Standards:** A target goal has been set to serve over 1,000 teachers and students on the SAGE website each year. Eight new *podcasts* on the BRIC and MIST countries will be developed in year one and four podcasts will be developed each year on timely international business and culture topics. It is estimated that 300 podcasts will take place each year. Two Mays undergraduate students will receive EU scholarships to develop educational materials. The *Young World Scholars Program* has set a target goal of hosting 150 regional students per year. The *International Economics: Social Studies Teachers Workshops* will serve 100 teachers each year. All participants of the conferences and workshops will be administered a pre/post test, with a goal of demonstrating a 30% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the programs. Participants that access the podcasts will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## SRS Budget Worksheet

## Department of Education

Cumulative Budget Request									
Category									
Activity	A. Sr Personnel			Year 1	Year 2	Year 3	Year 4	TOTAL	
	Name	Project Role							
	Julian Gaspar	Principal Investigator	Person Months	5.00	5.00	5.00	5.00		
	Mays Business School	Clinical Professor	Salary	\$ 73,104	\$ 75,297	\$ 77,556	\$ 79,883	\$ 305,840	
			Fringe	\$ 12,281	\$ 12,650	\$ 13,029	\$ 13,420	\$ 51,380	
			Insurance	\$ 3,730	\$ 3,730	\$ 3,730	\$ 3,730	\$ 14,920	
			Total Fringe	\$ 16,011	\$ 16,380	\$ 16,759	\$ 17,150	\$ 66,300	
	Michael Pustay	Co-PI	Person Months	-	-	-	-		
	Management	Professor	Salary	\$ -	\$ -	\$ -	\$ -	\$ -	
			Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	
			Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	
			Total Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	
	Lorraine Eden	Co-PI	Person Months	-	-	-	-		
	Management	Professor	Salary	\$ -	\$ -	\$ -	\$ -	\$ -	
			Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	
			Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	
			Total Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	
	Henry Musoma	Student Outreach	Person Months	1.00	1.00	1.00	1.00		
	Intern'l Business Studies Center	Clinical Asst Professor	Salary	\$ 6,700	\$ 6,901	\$ 7,108	\$ 7,321	\$ 28,030	
			Fringe	\$ 1,126	\$ 1,159	\$ 1,194	\$ 1,230	\$ 4,709	
			Insurance	\$ 746	\$ 746	\$ 746	\$ 746	\$ 2,984	
			Total Fringe	\$ 1,872	\$ 1,905	\$ 1,940	\$ 1,976	\$ 7,693	
	Subtotal Salaries Senior Personnel			\$ 79,804	\$ 82,198	\$ 84,664	\$ 87,204	\$ 333,870	
	Subtotal Benefits Senior Personnel			\$ 17,883	\$ 18,285	\$ 18,699	\$ 19,126	\$ 73,993	
	Subtotal Senior Personnel			\$ 97,687	\$ 100,483	\$ 103,363	\$ 106,330	\$ 407,863	
B. Other Personnel									
Activity	Name	Project Role		Year 1	Year 2	Year 3	Year 4	TOTAL	Budget Category
	Jye Shafer	Program Manager	Person Months	6.00	6.00	6.00	6.00		
	International Business Studies Center	Program Coordinator II	# of Persons	1	1	1	1		1
			PR/Award # P220A180002						
			Salary	\$ 24,735	\$ 25,477	\$ 26,241	\$ 27,028	\$ 103,481	
			Fringe	\$ 4,155	\$ 4,280	\$ 4,408	\$ 4,541	\$ 17,384	

			Insurance	\$ 4,476	\$ 4,476	\$ 4,476	\$ 4,476	\$ 17,904	
			Total Fringe	\$ 8,631	\$ 8,756	\$ 8,884	\$ 9,017	\$ 35,288	
	Oksana Nekrashevych	Business Coordinator	Person Months	6.00	6.00	6.00	6.00		
	International Business Studies Center	Business Coordinator	# of Persons	1	1	1	1		
			Salary	\$ 18,737	\$ 19,299	\$ 19,878	\$ 20,475	\$ 78,389	
			Fringe	\$ 3,148	\$ 3,242	\$ 3,340	\$ 3,440	\$ 13,170	
			Insurance	\$ 4,476	\$ 4,476	\$ 4,476	\$ 4,476	\$ 17,904	
			Total Fringe	\$ 7,624	\$ 7,718	\$ 7,816	\$ 7,916	\$ 31,074	
	Natsuki Hara	Administrative Coordinator	Person Months	6.00	6.00	6.00	6.00		
	International Business Studies Center	Administrative Associate	# of Persons	1	1	1	1		
			Salary	\$ 14,259	\$ 14,687	\$ 15,127	\$ 15,581	\$ 59,654	
			Fringe	\$ 2,396	\$ 2,467	\$ 2,541	\$ 2,618	\$ 10,022	
			Insurance	\$ 4,476	\$ 4,476	\$ 4,476	\$ 4,476	\$ 17,904	
			Total Fringe	\$ 6,872	\$ 6,943	\$ 7,017	\$ 7,094	\$ 27,926	Budget Category
Admin	TBN	Program Evaluator	Person Months	0.48	0.48	0.48	0.48		1 & 2
			# of Persons	1	1	1	1		
			Salary	\$ 3,976	\$ 3,976	\$ 3,976	\$ 3,976	\$ 15,904	
			Fringe	\$ 668	\$ 668	\$ 668	\$ 668	\$ 2,672	
			Insurance	\$ 356	\$ 356	\$ 356	\$ 356	\$ 1,424	
			Total Fringe	\$ 1,024	\$ 1,024	\$ 1,024	\$ 1,024	\$ 4,096	
24	TBN	MOOCs	Person Months	-	-	0.29	0.29		1 & 2
			# of Persons	-	-	1	1		
			Salary	\$ -	\$ -	\$ 2,385	\$ 2,385	\$ 4,770	
			Fringe	\$ -	\$ -	\$ 401	\$ 401	\$ 802	
			Insurance	\$ -	\$ -	\$ 214	\$ 214	\$ 428	
			Total Fringe	\$ -	\$ -	\$ 615	\$ 615	\$ 1,230	
32	TBN	Foreign Language Training	Person Months	0.67	0.67	0.67	0.67		1 & 2
			# of Persons	1	1	1	1		
			Salary	\$ 5,567	\$ 5,567	\$ 5,567	\$ 5,567	\$ 22,268	
			Fringe	\$ 935	\$ 935	\$ 935	\$ 935	\$ 3,740	
			Insurance	\$ 498	\$ 498	\$ 498	\$ 498	\$ 1,992	
			Total Fringe	\$ 1,433	\$ 1,433	\$ 1,433	\$ 1,433	\$ 5,732	
			Total Other Professional Salary	\$ 67,274	\$ 69,006	\$ 73,174	\$ 75,012	\$ 284,466	
			Total Other Professional Fringe	\$ 25,584	\$ 25,874	\$ 26,789	\$ 27,099	\$ 105,346	
			Subtotal Salaries Other Personnel	\$ 67,274	\$ 69,006	\$ 73,174	\$ 75,012	\$ 284,466	
			Subtotal Benefits Other Personnel	\$ 25,584	\$ 25,874	\$ 26,789	\$ 27,099	\$ 105,346	
			Subtotal Other Personnel	\$ 92,858	\$ 94,880	\$ 99,963	\$ 102,111	\$ 389,812	Budget Category
			Total Salaries	\$ 147,078	\$ 151,204	\$ 157,838	\$ 162,216	\$ 618,336	1
			Total Benefits	\$ 43,467	\$ 44,159	\$ 45,488	\$ 46,225	\$ 179,339	2
			Total Personnel Costs	\$ 190,545	\$ 195,363	\$ 203,326	\$ 208,441	\$ 797,675	

19	Research Travel: Immigration & Competitiveness			\$	1,500	\$	1,500			\$	3,000	3			
27	MSI Faculty Travel to Atlanta Pedagogy Workshops	\$	750	2	\$	1,500	\$	1,500	\$	1,500	\$	6,000	3		
28	Faculty/Doctoral Travel Support for IB/Language Programs	\$	800	0	\$	-	\$	-	\$	-	\$	-	3		
Admin	Domestic Travel	\$	1,250	2	\$	2,500	\$	2,500	\$	2,500	\$	10,000	3		
9	Sponsoring Doctoral Students to attend IDEB	\$	1,000	2	\$	2,000	\$	2,000	\$	2,000	\$	8,000	3		
Total Domestic Travel					\$	7,500	\$	7,500	\$	6,000	\$	6,000	\$	27,000	3

Activity	Travel: International	Unit Costs		Units											
3	MS International Entrepreneurship dual degree setup	\$	2,000	1	\$	2,000	\$	2,000				\$	4,000	3	
10	Set up Uzbek language program in Taskent (Travel)				\$	-						\$	-	3	
15	Research Travel: Conflict Zones	\$	1,500	1	\$	1,500	\$	1,500	\$	1,500	\$	1,500	\$	6,000	3
26	Research Travel: Financial Markets	\$	1,500	1	\$	1,500	\$	1,500	\$	1,500	\$	1,500	\$	6,000	3
16	Research Travel; Internationnal Entrepreneurship	\$	1,500	1	\$	1,500	\$	1,500	\$	1,500	\$	1,500	\$	6,000	3
17	Research Travel: China's Trasnformation	\$	1,500	1	\$	1,500	\$	1,500	\$	1,500	\$	1,500	\$	6,000	3
18	Research Travel: Emerging Economies	\$	1,500	1	\$	1,500	\$	1,500	\$	1,500	\$	1,500	\$	6,000	3
Admin	Foreign Travel	\$	2,000	1	\$	2,000	\$	2,000	\$	2,000	\$	2,000	\$	8,000	3
9	Doctoral Student Assistance to assist Daria's MS Program (Travel)				\$	2,500	\$	2,500	\$	2,500	\$	2,500	\$	10,000	3
Total International Travel					\$	14,000	\$	14,000	\$	12,000	\$	12,000	\$	52,000	3

<u>Materials &amp; Supplies</u>		Unit Costs		Units								
Adm	Program/promotional supplies	\$	8,566	\$	6,618	\$	12,655	\$	5,040	\$	32,880	5
5	Global Learning/Living and Thought Leadership: Promotional Materials	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	4,000	5
Total Supplies		\$	9,566	\$	7,618	\$	13,655	\$	6,040	\$	36,880	5

Activity	Other Costs												
	**												
27	Partner Travel - Domestic	Unit Costs	Units										
	Texas Community College Global Initiative	\$ 500	3	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	8				
29	Partner Travel - International												
	Sponsorship of MSI Faculty to Overseas FDIBs	\$ 4,000	1	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	8			
3	Other												
	NASBITE dues	\$ 500	1	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	8			
6	International Business Apprenticeship/Internship Reception			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	8			
9	IDEB Sponsorship				\$ 2,500		\$ 2,500	\$ 5,000	8				
11	Language Training Software			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	8				
12	International Business Student Organizations: promotion/reception			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	8				
14	Mays Working Abroad Promotion/Reception			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	8				
27	CIBE co-sponsorship of International Business Pedagogy Workshop			\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	8				
28	Business Language cosponsorship w/CIBEs			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	8				
29	Co-sponsorship of FDIB Overseas Programs	\$ 1,500	4	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	8				
33	SAGE Website Maintemance			\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	8				
33	Technology-based IB Education			\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	8				
33	CIBERweb support - Mich. State			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	8				
25	CIBE Faculty Fellow			\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	8				
25	CIBE Doctoral Fellow	\$ 5,000	1	\$ 5,000				\$ 5,000	8				
	Total Other Costs			\$ 41,500	\$ 29,000	\$ 26,500	\$ 29,000	\$ 126,000	8				

Activity	<u>Participant Support Costs</u>	PR/Award # P220A180002											
	Participant Travel - Domestic	Page e189											
8	Model Arab League: Registration and Travel	\$	2,000	\$	2,000	\$	2,000	\$	2,000	\$	8,000	11	

2	Participant Travel - International	Unit Costs		Units											
2	MSI Student Travel to Emeriging Markets	\$	1,000	8	\$	8,000	\$	8,000	\$	8,000	\$	8,000	\$	32,000	11
6	International Business Apprenticeship/Internship Travel	\$	1,000	10	\$	10,000	\$	10,000	\$	10,000	\$	10,000	\$	40,000	11
Participant Stipend															
10	Summer Boot Camp Scholarship	\$	500	10		\$	5,000	\$	5,000	\$	5,000	\$	15,000	11	
11	Language Immersion Scholarship	\$	500	5	\$	2,500	\$	2,500	\$	2,500	\$	2,500	\$	10,000	11
Total Participant Support Costs					\$	22,500	\$	27,500	\$	27,500	\$	27,500	\$	105,000	11
Modified Total Direct Costs (MTDC)					\$	263,111	\$	253,481	\$	261,481	\$	261,481	\$	1,039,555	
Total Direct Costs (TDC)					\$	285,611	\$	280,981	\$	288,981	\$	288,981	\$	1,144,555	Budget
INDIRECT COSTS			Rate	Base											Catgory
			8.0%	MTDC	\$	21,049	\$	20,279	\$	20,918	\$	20,919	\$	83,165	
TOTAL REQUEST FROM SPONSOR (TRS)					\$	306,660	\$	301,260	\$	309,899	\$	309,900	\$	1,227,720	10

# SRS Budget Worksheet

Please share with your Payroll Representative

<b>SRS Proposal #:</b>	<b>1806001</b>
<b>Project Dates:</b>	<b>October 1, 2018 - September 30, 2021</b>
<b>Sponsor:</b>	<b>Department of Education</b>
<b>Account #:</b>	<b>Various - see Split budgets</b>
<b>Department/Unit:</b>	<b>Departments within Mays Business School</b>
<b>Cost Share Budget Request</b>	

Category								
A. Sr Personnel								
Name	Project Role		Year 1	Year 2	Year 3	Year 4	TOTAL	
Julian Gaspar	Principal Investigator	Person Months	5.00	5.00	5.00	5.00		
Mays Business School	Clinical Professor	Salary	\$ 73,104	\$ 75,297	\$ 77,556	\$ 79,883	\$ 305,840	
		Fringe	\$ 12,281	\$ 12,650	\$ 13,029	\$ 13,420	\$ 51,380	
		Insurance	\$ 3,730	\$ 3,730	\$ 3,730	\$ 3,730	\$ 14,920	
		Total Fringe	\$ 16,011	\$ 16,380	\$ 16,759	\$ 17,150	\$ 66,300	
Michael Pustay	Co-PI	Person Months	0.60	0.60	0.60	0.60		
Management	Professor	Salary	\$ 11,170	\$ 11,505	\$ 11,850	\$ 12,205	\$ 46,730	
		Fringe	\$ 1,877	\$ 1,933	\$ 1,991	\$ 2,050	\$ 7,851	
		Insurance	\$ 448	\$ 448	\$ 448	\$ 448	\$ 1,792	
		Total Fringe	\$ 2,325	\$ 2,381	\$ 2,439	\$ 2,498	\$ 9,643	
Lorraine Eden	Co-PI	Person Months	0.60	0.60	0.60	0.60		
Management	Professor	Salary	\$ 12,052	\$ 12,413	\$ 12,786	\$ 13,169	\$ 50,420	
		Fringe	\$ 2,025	\$ 2,085	\$ 2,148	\$ 2,212	\$ 8,470	
		Insurance	\$ 448	\$ 448	\$ 448	\$ 448	\$ 1,792	
		Total Fringe	\$ 2,473	\$ 2,533	\$ 2,596	\$ 2,660	\$ 10,262	
Henry Musoma	Student Outreach	Person Months	1.00	1.00	1.00	1.00		
Intern'l Business Studies Center	Clinical Asst Professor	Salary	\$ 6,700	\$ 6,901	\$ 7,108	\$ 7,321	\$ 28,030	
		Fringe	\$ 1,126	\$ 1,159	\$ 1,194	\$ 1,230	\$ 4,709	
		Insurance	\$ 746	\$ 746	\$ 746	\$ 746	\$ 2,984	
		Total Fringe	\$ 1,872	\$ 1,905	\$ 1,940	\$ 1,976	\$ 7,693	
<b>Subtotal Salaries Senior Personnel</b>			\$ 103,026	\$ 106,116	\$ 109,300	\$ 112,578	\$ 431,020	
<b>Subtotal Benefits Senior Personnel</b>			\$ 22,681	\$ 23,199	\$ 23,734	\$ 24,284	\$ 93,898	
<b>Subtotal Senior Personnel</b>			\$ 125,707	\$ 129,315	\$ 133,034	\$ 136,862	\$ 524,918	

B. Other Personnel								
Name	Project Role		Year 1	Year 2	Year 3	Year 4	TOTAL	
Jye Shafer	Program Manager	Person Months	6.00	6.00	6.00	6.00		
International Business Studies Cente	Program Coordinator II	# of Persons	1	1	1	1		
		Salary	\$ 24,014	\$ 24,735	\$ 25,477	\$ 26,241	\$ 100,467	
		Fringe	\$ 4,034	\$ 4,155	\$ 4,280	\$ 4,408	\$ 16,877	
		Insurance	\$ 4,476	\$ 4,476	\$ 4,476	\$ 4,476	\$ 17,904	
		Total Fringe	\$ 8,510	\$ 8,631	\$ 8,756	\$ 8,884	\$ 34,781	

Oksana Nekrashevych	Business Coordinator	Person Months	6.00	6.00	6.00	6.00	
International Business Studies Cente	Business Coordinator	# of Persons	1	1	1	1	
		Salary	\$ 18,192	\$ 18,737	\$ 19,299	\$ 19,878	\$ 76,106
		Fringe	\$ 3,056	\$ 3,148	\$ 3,242	\$ 3,340	\$ 12,786
		Insurance	\$ 4,476	\$ 4,476	\$ 4,476	\$ 4,476	\$ 17,904
		Total Fringe	\$ 7,532	\$ 7,624	\$ 7,718	\$ 7,816	\$ 30,690
Natsuki Hara	Administrative Coordinator	Person Months	6.00	6.00	6.00	6.00	
International Business Studies Cente	Administrative Associate	# of Persons	1	1	1	1	
		Salary	\$ 14,259	\$ 14,687	\$ 15,127	\$ 15,581	\$ 59,654
		Fringe	\$ 2,396	\$ 2,467	\$ 2,541	\$ 2,618	\$ 10,022
		Insurance	\$ 4,476	\$ 4,476	\$ 4,476	\$ 4,476	\$ 17,904
		Total Fringe	\$ 6,872	\$ 6,943	\$ 7,017	\$ 7,094	\$ 27,926
		Total Other Professional Salary	\$ 56,465	\$ 58,159	\$ 59,903	\$ 61,700	\$ 236,227
		Total Other Professional Fringe	\$ 22,914	\$ 23,198	\$ 23,491	\$ 23,794	\$ 93,397
Mays Global Ambassadors		Year 1	Year 2	Year 3	Year 4	TOTAL	
Student Workers		# of Persons	20	20	20	20	
		Wage	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
		Fringe	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
		Total Hourly Wages	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
		Total Fringe Benefits	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
Subtotal Salaries Other Personnel			\$ 66,465	\$ 68,159	\$ 69,903	\$ 71,700	\$ 276,227
Subtotal Benefits Other Personnel			\$ 23,914	\$ 24,198	\$ 24,491	\$ 24,794	\$ 97,397
Subtotal Other Personnel			\$ 90,379	\$ 92,357	\$ 94,394	\$ 96,494	\$ 373,624
Total Salaries			\$ 169,491	\$ 174,275	\$ 179,203	\$ 184,278	\$ 707,247
Total Benefits			\$ 46,595	\$ 47,397	\$ 48,225	\$ 49,078	\$ 191,295
Total Personnel Costs			\$ 216,086	\$ 221,672	\$ 227,428	\$ 233,356	\$ 898,542
Travel: International							
Research Travel: Digital Connectivity			\$ -	\$ 3,000	\$ -	\$ 3,000	\$ 6,000
Research Travel: Institutional Environments			\$ -	\$ 3,000	\$ -	\$ -	\$ 3,000
Research Travel: Corporate Governance & Executive Compensatic			\$ -	\$ 3,000	\$ -	\$ -	\$ 3,000
Research Travel: Innovating for Sustainability			\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000
Total International Travel			\$ -	\$ 9,000	\$ 3,000	\$ 3,000	\$ 15,000
Participant Support Costs							
Participant Travel - International			Unit Costs	Units			
Emerging Markets (Winter)			\$ 90	800	\$ 72,000	\$ 72,000	\$ 288,000
Total Participant Support Costs			\$ 72,000	\$ 72,000	\$ 72,000	\$ 72,000	\$ 288,000
Modified Total Direct Costs (MTDC)							
Total Direct Costs (TDC)			\$ 288,086	\$ 302,672	\$ 302,428	\$ 308,356	\$ 1,201,542
INDIRECT COSTS			Rate	Base			
			8.0%	MTDC	\$ 17,287	\$ 18,454	\$ 73,083
TOTALTAMU Matching			\$ 305,373	\$ 321,126	\$ 320,862	\$ 327,264	\$ 1,274,625
			PR/Award # P220A1800002				

PR/Award # P220A180002



**Funding Request from US Department of Education**  
**2018 CIBE Budget Worksheet by Activity: Dr. Julian Gaspar**  
**24-Apr-18**

Budget								
Category	Activity#				Year-1	Year-2	Year-3	Year-4
			Unit Costs	Units				
11	2	MSI Student Travel to Emerging Markets	\$ 1,000	8	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
3	3	MS International Entrepreneurship dual degree setup	\$ 2,000	1	\$ 2,000	\$ 2,000	\$ -	\$ -
11	6	International Business Apprenticeship/Internship Travel	\$ 1,000	10	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
11	8	Model Arab League: Registration and Travel			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
3	9	Doctoral Student Assistance to assist Daria's MS Program (Travel)			\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
3	9	Sponsoring Doctoral Students to attend IDEB	\$ 1,000	2	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
3	10	Set up Uzbek language program in Taskent (Travel)			\$ -	\$ -	\$ -	\$ -
3	15	Research Travel: Conflict Zones	\$ 1,500	1	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
3	16	Research Travel; International Entrepreneurship	\$ 1,500	1	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
3	17	Research Travel: China's Transformation	\$ 1,500	1	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
3	18	Research Travel: Emerging Economies	\$ 1,500	1	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
3	19	Research Travel: Immigration & Competitiveness			\$ 1,500	\$ 1,500	\$ -	\$ -
3	26	Research Travel: Financial Markets	\$ 1,500	1	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
3	27	MSI Faculty Travel to Atlanta Pedagogy Workshops	\$ 750	2	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
8	27	Texas Community College Global Initiative	\$ 500	3	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
3	28	Faculty/Doctoral Travel Support for IB/Language Programs	\$ 800	0	\$ -	\$ -	\$ -	\$ -
8	29	Sponsorship of MSI Faculty to Overseas FDIBs	\$ 4,000	1	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
3	Admin	Foreign Travel	\$ 2,000	1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
3	Admin	Domestic Travel	\$ 1,250	2	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
		<b>TOTAL TRAVEL</b>			<b>\$ 47,000</b>	<b>\$ 47,000</b>	<b>\$ 43,500</b>	<b>\$ 43,500</b>
			Unit Costs	Units				
5	Adm	Program/promotional supplies			\$ 8,566	\$ 6,618	\$ 12,655	\$ 5,040
8	3	NASBITE dues	\$ 500	1	\$ 500	\$ 500	\$ 500	\$ 500
5	5	Global Learning/Living and Thought Leadership: Promotional Materials			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
8	6	International Business Apprenticeship/Internship Reception			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
8	9	IDEB Sponsorship			\$ -	\$ 2,500	\$ -	\$ 2,500
11	10	Summer Boot Camp Scholarship	\$ 500	10	\$ -	\$ 5,000	\$ 5,000	\$ 5,000
8	11	Language Training Software			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
8	12	International Business Student Organizations: promotion/reception			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
8	14	Mays Working Abroad Promotion/Reception			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
8	27	CIBE co-sponsorship of International Business Pedagogy Workshop			\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000

8	28	Business Language cosponsorship w/CIBEs			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
8	29	Co-sponsorship of FDIB Overseas Programs	\$ 1,500	4	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
8	33	SAGE Website Maintenance			\$ 500	\$ 500	\$ 500	\$ 500
8	33	Technology-based IB Education			\$ 500	\$ 500	\$ 500	\$ 500
8	33	CIBERweb support - Mich. State			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
1 & 2	Admin	TBN			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
11	11	Language Immersion Scholarship	\$ 500	5	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
8	25	CIBE Faculty Fellow			\$ 10,000	\$ -	\$ -	\$ -
8	25	CIBE Doctoral Fellow	\$ 5,000	1	\$ 5,000	\$ -	\$ -	\$ -
1 & 2	32	TBN			\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
		<b>TOTAL OTHER</b>			<b>\$ 60,066</b>	<b>\$ 50,618</b>	<b>\$ 54,156</b>	<b>\$ 49,041</b>